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ABSTRACT

Interview findings, analysis of the findings, and recommendations for further action (with suggested proposals) are contained in this report of a 1965 survey wherein 538 Papago families, representing each district of the Papago Indian Reservation, were interviewed. The survey, part of an overall plan leading to a community action program funded under the Economic Opportunity Act of 1964, gathered information on such factors as parents' schooling and use of English; present occupation, work training, and work experience; the villages; the homes; the people; and the children. In the report, the 3 groups of recommendations (approximately 20) based on the findings are those having to do with work, those dealing directly with education, and those having direct bearing on methods of carrying out the recommendations for work and education. Among the suggested proposals to be prepared and submitted to the Office of Economic Opportunity are those which will result in an economic, legal, and engineering audit of the possibility for work opportunities on the reservation; a self-help training program designed to make it possible for persons to keep up their homes and their home equipment; preschools; additional parent-child centers; adult education programs; development of community planning and action; and leadership recruitment and training. (JB)

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REPORT OF A SURVEY

To determine the educational needs of Papago children and adults with recommendations for the fulfillment of those needs.

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by

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Conducted by Arizona State University
for the Papago Tribe
and
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ARIZONA STATE
UNIVERSITY Tempe, Arizona

College of Education

September 1, 1965

The Honorable Robert Mackett
Chairman, Tribal Council
Papago Indian Tribe
Sells, Arizona

Dear Mr. Mackett:

It is with pleasure that we are able to present to you this document which represents the findings, an analysis of the findings and recommendations for further action.

Dr. Grace Langdon and Dr. Lee P. Thompson, our consultants, join Mrs. Miguel, Mrs. Revis and Mr. Lopez, our interviewers, in expressing their appreciation for the fine cooperation and enthusiastic support that you personally gave to this Educational Survey. Mr. Josiah Moore, associate director of this survey and I, as director appreciate your efforts and the fine cooperation of all Tribal officials, Bureau of Indian officials, Public Health officials, School officials and the many individuals who gave so willingly of their time. But most of all we are all deeply grateful to the hundreds of Papago families who unstintingly furnished us the information about their desires and hopes for a better future.

Respectfully submitted,

Irving W. Stout
Irving W. Stout, Director

IWS:jb

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Report of a Survey
To Determine the Educational Needs
# of Papago Children and Adults With
Recommendations for the Fulfillment of These Needs

INTRODUCTION

In January 1965 authorization was made by the Education Committee of the Tribal Council of the Papago Tribe for a survey to determine the educational needs of Papago children and adults with recommendations for the fulfillment of these needs.

Purpose

The purpose of the survey as specifically stated was "to determine the educational gaps that now exist on the Papago Reservation and make recommendations to the Tribe how these gaps may be feasibly met so that both Papago children and adults may be better prepared to enjoy a better way of life."

****

The plan for this survey was a part of an overall plan leading to a Community Action Program under the Economic Opportunity Act of 1964. Shortly after the passage of the Act notice was received naming the Papago Tribe as one of thirteen tribes in the United States to prepare a program of assistance for submission to the Office of Economic Opportunity.

The Plan

The notice was put before the Papago Council at its meeting of Sept. 2, 1964. The Council appointed a Papago Community Action Committee with instructions that it begin immediately to prepare a program of action in accordance with the provisions of the Economic Opportunity Act of 1964 and in particular Title II of said act.

The Committee held meetings with people in the various districts and on the basis of their ideas, suggestions, and recommendations a tentative program was drawn up. This was presented in full to the Council on Sept. 25, 1964. The Council approved it and drew up a set of resolutions duly signed for submission with the proposals to the Office of Economic Opportunity, Washington, D. C.

Approval for the survey which is herewith reported was received on Oct. 23, 1964. The importance attached to this survey is indicated by a statement from the special committee appointed by the Council to draw up proposals. They say, "The special committee that the Papago Indian Tribal Council appointed feels that this survey is necessary because false starts have been made in the past with an unwise expenditure of money due to an inadequate assessment of needs and inadequate preparation. This comprehensive survey, with scientifically based recommendations should pin-point needs so sharply that false starts will be avoided. No doubt this survey will uncover information that we are not aware of at present."

In order that the survey should serve the purpose thus outlined to the greatest possible degree professional help was sought from Arizona State University. On Dec. 4, 1964 a contract was entered into with the University providing for their direction of the survey. Dr. Irving W. Stout, Professor of Education at the University was named Director of the Survey with Josiah Moore Education Advisor to the Papago Tribe as Co-Director.

The survey set up

Part-time services of two professional consultants were arranged for, Dr. Lee Thompson, Dean of the College of Engineering, Arizona State University, for the area of vocational, technical, and adult education, and Dr. Grace Langdon, specialist in child development and family living, for the area of preschool and family living. The area of Recreation was handled by the Director and Co-Director.

Four survey assistants on a half-time basis were secured for three months' service. These were from the Papago Tribe, Mrs. Melinda Miguel, Sells; Mrs. Marjorie Puella, Topawa; Mrs. Betty Rivas, Santa Rosa; Mr. Mark Lopez, Santa Rosa. These were members of the Education Committee of the Tribe. Due to the fact that Mrs. Puella was also in business in Sells and found that the survey interfered unduly with this business she withdrew as a survey assistant after two weeks of service but maintained her interest through her membership on the Education Committee of which she was vice-chairman.

CHAPTER ONE - PROCEDURE

Preliminary to the work of the consultants and survey assistants, the Director of the Survey, Dr. Irving W. Stout and the Co-Director, Josiah Moore made a four day tour of the reservation visiting all villages in order to have in mind an overall picture of the situation at the time the survey should begin.

Orientation

The actual work of the survey began on January 28th and 29th, 1965 when Dr. Stout and Dr. Langdon met with the Education Committee of the Tribal Council (which included the survey assistants) for further orientation and to discuss how the survey should proceed. Dr. Stout at this time made it clear that the survey was a Tribal matter and that he and the Consultants were there to serve the Tribe and to work in the way that to them seemed most useful. Many details were discussed. Emphasis was given by members of the committee to the apparent need for work with preschool children to better prepare them for school entrance in the hope of cutting down later retardation. Emphasis was also given to the need for work with parents in the area of homemaking. Mention was made repeatedly of the changes coming to the reservation and the great need for something to be done to help the people earn a more adequate living.

The survey assistants felt that it would be helpful to them, indeed necessary for them, to have some kind of guide for the interviews they would carry on. Suggestions were made for the kind of information the people interviewed would be willing to give. It was recognized that since the interviewers were themselves Papagos and could speak in the Papago language as well as in English that it would be probable people would feel freer to respond to questions than otherwise.

Since it was felt that the need for work with preschool children was so urgent in light of the general recognition of widespread school retardation the question was raised as to whether there might be a quick pilot survey in Sells and Santa Rosa to sample the need and the interest of parents. It was felt that this would give some significant indication both of need and of adult response that might be helpful in going on with the overall survey.

Pilot interviews

It was planned, therefore, that Dr. Langdon would draw up forms for recording the survey information and that the survey assistants would cover both Sells and Santa Rosa, (1) to get a count of children under six, (2) to ascertain the attitude of parents toward a preschool program, (3) to gather such suggestions as might be forthcoming on what parents might like for themselves by way of some kind of program.

The four survey assistants went to work immediately, without waiting for forms for setting down information, to get the preschool count in Sells and Santa Rosa. Working intensively the two villages were covered in five days time and the findings were immediately sent to Dr. Stout, Director of the Survey, in Tempe. The number of children found, the interest of the parents in having a preschool program, the comments made about the value of getting an understanding of English before starting school, indicated that it would be reasonable to ask at once for funds for a preschool program in these two villages. Further the interest of parents in something for themselves and for their children younger than those of preschool age suggested that a paralleling program for parents would be reasonable. It was felt further that these two programs could serve as pilot projects for others to follow and that having advance experience here might conceivably save great time and obviate some mistakes in later programs.

Accordingly tentative proposals were drawn up according to the forms provided by the Office of Economic Opportunity, (1) for a preschool in Sells and one in Santa Rosa, (2) for a Parent-child center one in Sells and one in Santa Rosa. Tentative forms were prepared by the Director, Dr. Stout and consultant in the area of preschool and parent education, Dr. Langdon, in order to have a basis for discussion. Tentative forms for gathering survey information were also set up for discussion purposes.

Pilot proposals

On Feb. 10, 1965 Dr. Stout and Dr. Langdon went to the reservation for an all day meeting with the Education Committee of the Tribal Council. Here the tentative proposals for preschool and parent-child center and the survey forms were discussed in detail and changes, deletions, and additions made. In light of these the proposals were completed and the forms for the survey as herewith shown and with accompanying guiding suggestions prepared. At the request of the Office of Economic Opportunity an addenda to the original proposals for Preschools and Parent-child centers was prepared and submitted to Washington_______________.

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Card 1.

Survey Information

Papago Indian Reservation

Village-------------------
Date----------------------
Surveyor------------------

I. The family

1. Father's name--------------------------------- Age----------

Mother's name--------------------------------- Age----------

2. Children under six years

Name	Birth date	Birth place
-----------------	-----------------	-------------------
------------------	-----------------	-------------------
-------------------	-----------------	--------------------
--------------------	------------------	-------------------

3. Are these children living with both parents--- one parent--- grandparents--- other relative------- (Explain on back of card if not with parents.)

4. Are any of these children handicapped?--- If so, how (explain on back of card)

Card 2, The family, cont.

Village-------------------
Date----------------------
Surveyor------------------

Name of family--------------------

5. Children older than six years

How many---------- Ages---------------- Grades in school-----------------

Where do they go to school---

How many are out of school---- What are they doing--------- Where--------
(Use back of card for explanations.)

6. Parents' Education

	Father	Mother
Do the parents speak English?	--------------	--------------
Where did parents go to school?	-----------------	--------------
To what grade did they go in school?	------------	--------------

7. The home

What type of house? ----------------------------

Do they live here all year?------------If not, where do they go?---------

Does the family have radio---TV---car---electricity---piped water---
(Add any comments or explanations on back of card.)

7

Card 3, The family, cont.
Name of family--------------------

Village------------------
Date--------------------
Surveyor----------------

8. Parents' Occupation	Father	Mother
What is the present occupation?	----------------	--------------------
Is this for paid wages?	----------------------	------------------
9. What work training has parent had?	--------------	--------------------
What work experience has parent had?	-------------	-------------------

(Give any additional information on back of card)

10. Where would you prefer to live if you could make a living:	Father	Mother
On the reservation	-----------------	-------------------
Off the reservation	------------------	-------------------

(Give any comments about this on back of card)

Card 4.

Village------------------
Date--------------------
Surveyor----------------

General information

The Village

1. How many families are there in the village----------
2. What schools are there--

   If none, where do the children go?--------------------------
   At what age can they enter school?--------------------------
3. What churches are there?--------------------------------------
4. What community organizations and activities are there?-------------

   ----
5. Where are community activities held? ----------------------------
6. What commercial establishments are there (e.g. trading post, store, service station, post office)---------------------------------

   ----
7. How is water supplied?---
8. Is there electric power?-----------------

Card General Information
The Village, cont.

Village--------------------
Date-----------------------
Surveyor-------------------

9. Is there school bus service?--

If so, where to?--

10. Are hot lunches served at school?-----------------------------

11. Who from this village, is on the District Council?----------

----

12. Who, from this village, is on the Tribal Council?-------------

----

13. Who are the Village chiefs?-------------------------------------

----

(Give any additional information or comments on back of card.)

On Feb. 18, 1965 Dr. Stout, Dr. Thompson, and Dr. Langdon went to the reservation for a two day stay. The proposals were reviewed and a workshop meeting held with the survey assistants on the use of the forms for interviews. The major portion of the time was spent with Dr. Thompson working with the survey assistants on the areas of vocational and technical education possibilities, assessing, probable interest, and present conditions.

The proposals for preschools in Sells and Santa Rosa, and for parent-child centers in both places, were completed and forwarded to Washington in March, 1965.

The emphasis

Thereafter visits were made at intervals to the reservation by Dr. Stout, Dr. Langdon and Dr. Thompson. Dr. Langdon spent a number of days between Feb. 18 and May 20 in going with the survey interviewers to various villages. Emphasis was laid throughout on the importance of making it clear that the Community Action programs are just that, that what was wanted was the suggestions people had to offer of what they thought was needed and what they would like to see done in their villages. It was stressed that time should be taken to let the people talk about what they wanted. Further it was stressed that even more important than the actual information gathered was the feeling of the people about the possible programs, the feeling that it would be something of their own planning, the feeling that they had ideas and suggestions that were of value, and the feeling of good will that was left. All interviews were on an individual basis. Each family was visited by one interviewer. In order to save duplication of travel the three went together to a village, then scattered to the different homes until the village was covered.

Examining trends

On May 11th and 12th Dr. Langdon went to the reservation for two days of work with the Co-director and the survey assistants preparatory to bringing the interviewing to a close. On each of the preceding visits questions concerning details of interviewing had been taken up and information that had been gathered had been discussed in light of the trends it was showing. With this as a background the time at the two day May meeting was spent in taking an overall look at the whole situation to see where trends were leading. The survey assistants brought out that people were wondering why they did not hear more about the programs they had thought would be getting under way. They reported that whenever they met persons they had interviewed there were questions about when things would start, and a good deal of dissatisfaction expressed over the delay. No approvals having been received from Washington all the survey assistants could do was to say that they would hear later.

Follow up proposal

In light of the fact that there had been a long delay in anything getting approved and started, and because of the consequent dwindling enthusiasm, the survey assistants emphasized what they felt to be an urgent need the moment something did get approved. This was the need to go back to the villages to again go into the details of what had been talked about. With an approval of a project in hand they could explain what now was possible and again get the interest of the people in making suggestions. The assistants felt this to be of utmost importance in keeping faith with the people since they had been told these were their projects. They suggested that they themselves go back to the villages and this time get the people together in groups to talk things over. They pointed out that in many villages there are no group meetings or seldom at least and that usually women do not go to them. They felt that this was an essential next step. It would be community action planning for a community action program. Discussion finally led to the point of considering the possibility of submitting a proposal to the Office of Economic Opportunity that would make this kind of follow-up of the interviews possible. The group worked on suggestions of what should go into such a proposal and outlined in detail the kind of plan they would like to see. This proposal as outlined was later drawn up and was submitted to Washington in June, 1965.

Following the completion of the interviews a workshop meeting was held in Tempe on July 11, 1965, with Dr. Stout, Josiah Moore, Dr. Langdon, and the three survey assistants, Melinda Miguel, Betty Rivas, and Mark Lopez. At this time tentative sample tabulations of information from the cards was presented and discussed, organization of cards by districts checked, and all details pursuant to final tabulations discussed and checked.

The report of the survey which follows presents the information the report

gathered by the survey assistants in interviews totaling 192 days and a travel record of 11,000 miles, over a period extending from Feb. 22, 1965 to June 30, 1965, and further presents the overall picture of the need for and possibilities of community action programs as indicated by the information gathered as seen by those participating in the survey. The recommendations which conclude the report are the outcome of a thoughtful analysis not only of the actual factual information set down but of comments, questions and expressions of feeling as the interviewers talked with the people in their homes.

In reading the report and considering the information it sets forth it may well be kept in mind that here is a survey in which approximately every village was visited, a survey where people were seen in their own homes by their own people who spoke their own language, who like themselves live on the reservation, who themselves are feeling the changes that are coming about. This gives the information gathered a special significance. The very freedom with which the people gave information is in itself significant. The fact that in no instance were the interviewers rebuffed is likewise significant. They were talking as friend to friend and it is reasonable to believe that the material of the survey has a deep lying validity which is not too often achieved in such a survey.

CHAPTER TWO

Coverage

Here as in subsequent sections of this report of the survey information will be presented by districts for ease of reference and later use. The districts are uniformly arranged beginning at the northern boundary of the reservation.

Table 1 shows the villages visited by the interviewers in each of the eleven districts.

The Villages

Table 1

Showing villages visited in each district of the Papage Indian Reservation by the survey assistants in conducting the interviews of the survey.

District--- Sif Oidak

Anagem
Kohatk
Cockleburr
  (Viavo-Vo)
North Komelic
Jack Rabbit
  (Tat Momli-Kot)
White Horse Pass
Chuichu

District--- Hickiwan

Charco 27 (Hotasou Vo)
Ventana
Kaka
Hickiwan
Gunsight (Schuchuli)
Vaya Chin

District--- Pisinimo

Pisinimo village
Santa Cruz
San Simon (Wahak Hotonok)

District--- Gu Achi

Ak Chin
Covered Wells (Quiqotoa)
Santa Rosa
  (includes Palo
  Verde Stand)
San Isidro
  (Sikul Himatk)

District--- Shuk-Toak

Pan Tak
San Pedro
  (Viopuli)
Sil Nakya
Crow Hang
  (Havana Nayka)
Fresnal Village
  (Chiawuli Tak)
Santa Rosa Ranch
Queen's Well
  (Schunyak)

District--- Sells

Cowlic
Gu Oidak
  (Big Fields)
Nolic
Sells (Komkech-ethe-e-Nah'osideke)
Iron Stand
San Luis

District--- Gu-Vo

Menenger's Dam
  (Ali Chuk)
Kerwo (Gu Vo)

District--- Chu-kut kuk

Vamori
San Miguel
New Fields

District-- Baboquivari

S. Komelic
Topawa
Fresnal Canyon
Little Tucson
  (Ali Chukson)
Choulic

District--- Gila Bend

Gila Bend

District--- San Xavier

San Xavier

Reference is made here to the list of villages and major villages on the reservation and the definition of each category as given in the Kelly report, a study made through an allocation of funds from the Bureau of Indian Affairs in 1960 and through arrangements with the University of Arizona.* Comparison of the list in Table 1 with the Kelly list will show that all villages mentioned were covered in the present survey with the single exception of Supai Oidak (Cold Fields). There are seven families in this village but no children. It was late in the day when the survey assistants reached this village, too late for interviews and it was not possible to make a return visit.

Further examination of the two lists will show that eight villages in addition to those named in the Kelly report were covered in the survey. This indicates the thoroughness with which the survey was done. In addition to the villages covered as indicated in Table 1 there are five which were not visited. Three of these are known to have only one family, Sweet Water, Pia Oik, and San Thomas. The village of Tecolote has no inhabitants except in the summer. The former residents of Kupk it is reported have moved to Pisinimo or Santa Cruz. In addition to these there are villages which are now completely deserted.

Table 2 shows the number of families in each of the villages as reported to the survey assistants, together with the number of families interviewed, and the percentage of coverage for each district.

Totaling the figures of Table 2 one finds 772 families as reported to be living in the villages and districts indicated. Of these a total of 538 were interviewed giving a percentage of coverage of 69.7.

In examining this table showing the number of families interviewed one may wonder why, in some instances, only a small number were seen. This is to be accounted for variously. In some instances families were out of the village temporarily. In other instances the clinic bus had come the day of the visit and they had gone to the clinic. Occasionally it was the day for going for surplus commodities. In one instance everyone was busy getting ready for the dance to be held the next day and felt they could not stop for interview. There was no unwillingness, only busyness about a matter of village importance. Distances and limitation of time made it impossible for the survey assistants to make return visits.

---

*Kelly, William H. The Papago Indians of Arizona, a population and economic study. The Bureau of Ethnic Research, Department of Anthropology, University of Arizona, Tucson.

Table 2

Showing the number of families in each of the villages visited, the number of families interviewed, and the percentage of coverage for the district.

Districts and Villages	Number families in village	Number families interviewed	Percentage of district coverage
District - Sif Oidak			
Anagem	30	22	
Kohatk	12	6	
Cockleburr (Viavo-Vo)	16	13	
North Komelic	10	3	
Jack Rabbit (Tat Momli)	3	2	
White Horse Pass	5	5	
Chuichu	50	44	
	126	95	75.4
District - Hickiwan			
Charco 27	9	6	
Ventana	12	9	
Kaka	17	18	
Hickiwan	14	14	
Gunsight	6	5	
Vaya Chin	2	2	
	61	54	88.5
District - Pisinimo			
Pisinimo Village	20	18	
Santa Cruz	5	5	
San Simon	14	5	
	39	28	71.7
District - Gu Achi			
Ak Chin	20	10	
Covered Wells	17	9	
Santa Rosa (includes Palo Verde Stands)	52	49	
San Isidro	4	1	
(Silkul Himatk)	93	59	63.4

Table 2. cont.

District and Village	Number families in village	Number families interviewed	Percentage of district coverage
District - Shuk-Toak			
Pan Tak	6	2	
San Pedro (Viopuli)	7	3	
Sil Nakya	8	6	
Crow Hangs (Havana Nayka)	14	9	
Fresnal Village	10	5	
Santa Rosa Ranch	4	3	
Queen's Well (Schunyak)		1	
	49	29	59.2
District - Sells			
Cowlic	8	8	
Gu Oidak (Big Fields)	30	14	
Nolic	5	4	
Sells	100	73	
Iron Stand	4	1	
San Luis	2	2	
	149	102	68.4
District - Gu Vo			
Menenger's Dam (Ali Chuk)	16	6	
Kerwo (Gu Vo)	18	7	
	34	13	38.2
District - Chu-kut kuk			
Vamori	15	5	
San Miguel	7	7	
New Fields	7	4	
	29	16	55.0
District - Baboquivari			
S. Komelic	8	8	
Topawa	55	49	
Fresnal Canyon	4	4	
Little Tucson (Ali Chukson)	25	18	
Choulic	15	4	
	107	83	77.5
District - Gila Bend			
Gila Bend	25	13	52.0
District - San Xavier	(25)	(13)	
San Xavier	60	46	76.6
Total	768	Total 538	69.7

THE PEOPLE

Examination of the cards provided for the recording of information (see pages 4-6) will show that this includes the names of the adults in the family, the children under six, the children over six, with indication of whether the latter were of school age or beyond. Table 3 gives this information by districts and villages. In reading this table it should be understood that the column headed ADULTS includes parents, grandparents if a part of the family, and other adults who might be regularly included in the family. In the information gathered there is highlighted and documented a fact already known, namely, the close family feeling that exists. There were many instances where grandparents were caring for the children, or sometimes an aunt and uncle. Sometimes this was because parents were working off the reservation. Again it was because of the death of the parents. Sometimes the grandparents had been designated legal guardian. In a considerable number of instances parents had separated and daughter or son had come home with the children to live. In other instances the daughter had had child or children outside of marriage and was home to live. Some children were with foster parents. Due therefore to the variety of make-up of the adult members of the family the column 1 has been designated simply ADULTS for the sake of making the count of the number of persons covered by the survey.

The total of 992 means therefore that this number of persons represented parents, grandparents, or other adults in general charge of the household. It was from these persons that information was gathered and from whom suggestions were invited on what type of projects would be useful on the reservation. These 992 represented those in responsible position in the family. In some instances, indeed in many, both man and woman were interviewed. In others one or the other might be absent, either at work, at clinic, at trading post, or otherwise away, but in all instances it was secured from one able to give it accurately. The figure 992 does not include grown children at home but only the parents or parent substitutes in the family.

Column 2 gives the count of children under six years. This does not include all of the children born in 1965 though these are included if the birth had taken place before the time of the interview. In considering the total of 750 in this column it should always be remembered that this does not represent the total number of children under six years on the reservation but only the number represented in the families interviewed. The figure, none the less, is a significant one. This column of figures merits careful study. Here are the children who will shortly be entering first grade, some this year, some in each year to follow. A few of these are in the mission schools at five, so have had this year of school work. A large number, however, are not. Even if they are they have not started until five and there has been four years preceding in which language patterns were being formed. It is becoming increasingly recognized that language and speech patterns are pretty firmly set in these first years. Further the understanding of the meanings of words and expressions which a child will meet in school must be considered and these understandings are essential to school progress. This makes a careful consideration of what can be done to help these 750 and the others who would fall into the same age group to be ready for school entrance of great importance. Further reference will be made to this later.

Table 3

Showing the number of adults and children covered by the survey by districts and villages.

District and Village	Adults	Chn. under 6	Children 6-18	Total chn. over 6 yrs.
1. **District - Sif Oidak**				
Anagem	30	17	15	33
Kohatk	12	3	7	9
Cockleburr (Viavo Vo)	26	13	15	19
North Komelic	4	3	4	4
Jack Rabbit (Tat Momli Kot)	4	2	-	-
White Horse Pass	9	4	3	4
Chuichu	76	28	68	99
	161	70	112	168
2. **District - Hickiwan**				
Charco 27	12	9	11	12
Ventana	17	14	22	38
Kaka	29	12	25	40
Hickiwan	27	11	29	43
Gunsight	9	7	5	9
Vaya Chin	3	3	7	8
	97	56	99	150
3. **District - Pisinimo**				
Pisinimo Village	32	20	42	46
Santa Cruz	6	4	8	18
San Simon	11	3	7	9
	49	27	57	73
4. **District - Gu Achi**				
Ak Chin	16	14	12	15
Covered Wells	22	20	31	25
Santa Rosa*	85	52	59	86
San Isidro (Sikul Himatk)	2	0	1	1
	125	86	103	127

*Seventeen of these families representing 29 adults were interviewed on preschool children only. Includes Palo Verde Stands.

Table 3. cont.

District and Village	Adults	Chn. under 6	Children 6-18	Total chn. over 6 yrs.
5. **District - Shuk-Toak**				
Pan Tak	4	4	4	5
San Pedro (Viopuli)	6	5	7	7
Sil Nakya	11	2	10	21
Crow Hangs (Havana Nayka)	22	10	21	30
Fresnal Village	9	7	11	15
Santa Rosa Ranch	6	0	3	8
Queen's Well* (Schunyak)	2	0	2	6
Comobabi	2	1	4	-
	63	99	62	92

*Information from a relative at Santa Rosa Ranch tells of son at Queen's Well with 5 children. Not interviewed so not included in the count.

6. **District - Sells**				
Cowlic	16	7	13	23
Gu Oidak (Big Fields)	21	16	35	39
Nolic	8	4	3	7
Sells* (includes Box Stand and Rincon)	133	227		
Iron Stand	1	-	-	-
San Luis	4	3	2	5
	183	257	53	74

*The Sells count covered only children under six, employment and statement of interest on possible programs.

7. **District - Gu Vo**				
Menenger's Dam (Ali Chuk)	10	7	6	7
Kerwo (Gu Vo)	12	4	20	35
8. **District - Chu-kut-kuk**				
Vamori	9	5	12	19
San Miguel	14	8	12	29
New Fields	8	2	9	14
	53	26	59	104

Table 3. cont.

District and Village	Adults	Chn. under 6	Children 6-18	Total chn. over 6 yrs.
9. District - Baboquivari				
S. Komelic	18	12	12	14
Topawa	77	24	69	155
Fresnal Canyon	8	1	8	13
Little Tucson (Ali Chukson)	28	16	29	49
Choulic	14	9	16	20
10. District - Gila Bend				
Gila Bend	30	20	24	27
11. District - San Xavier				
San Xavier	86	47	89	135
	$\boxed{261}$	$\boxed{129}$	$\boxed{247}$	$\boxed{404}$
Totals	992	750	792*	1201

* Included in the figures of Col. 4.
Total persons Col. 1, 2, 4 - 2872.

Column 3 gives the number of children between the ages of 6 and 18 represented in the families interviewed. This age spread has been taken as the school age period since 6 is the customary school entrance age and many of the young people are still in school at 18 because of a Tribal ordinance making school attendance compulsory to 18. The total of this column 792 represents the children in school in the families interviewed. This is, it should be understood only a small percentage of the school population on the reservation. Reference will be made further to this group of children.

Column 4 gives the total number of children over 6 in the families which were interviewed. This figure of 1201 includes all those over six of whatever age. It is given merely to indicate the coverage of the survey in terms of people belonging to the immediate families interviewed. Included in this figure would be those who have married and left. They may have been off the reservation or if on the reservation may have been interviewed in their own homes or perhaps among the number in the villages which were not interviewed for one reason or another.

Since the figure 1201 of column 4 includes the children of column 3 the total count of persons touched by the survey is represented by the addition of columns 1, 2, and 4, giving a total of 2942. Including as this figure does, persons of all ages from infancy to 90 years, from all districts, and from all principal and minor villages, this is a significant figure as a representative sampling of the people of the reservation. This gives reason to assume that information given and opinions expressed, are likewise a representative sampling on which it is valid to base recommendations for next steps to be taken in community action programs and plans.

CHAPTER THREE

Parents' Use of English

Reference again to the cards on which information was recorded (pages 4-6) will show that one of the questions asked was whether or not the parents speak English. This has special significance both in working out programs with the parents themselves and in considering what may be needed and useful for the children. This information as given to the survey assistants is shown in Table 4. It should be remembered that "parents" includes parent substitutes, either temporary or permanent and all other adults living regularly in the household.

For the sake of convenience both in tabulating and in later reference the parents have been divided into three groups, (1) those under 40, (2) those between 40 and 60, and (3) those over 60. In some instances ages are missing from the records on the cards. The survey assistants reported that they met with no reluctance to give ages but that in many instances the person did not know his age. Or the wife might give her own age but be uncertain about her husband's or vice versa. Frequently one would bring out a marriage certificate to show the age. It is notable that in the case of the children some parents are carefully keeping the baptismal certificate, or had the birth records set down on paper carefully preserved.

Tabulation of the parents' use of English in Table 4 is given by districts, rather than with a breakdown for villages, since it is the overall picture of facility with English which is desired. In reading the table it should be understood that "yes," "no," and "little" is the person's own estimate of his ability to use English. Where the person reporting said he did not speak but could "understand some" the tabulation has been made under "little."

In some instances the information is missing on the records. Since the interviews were almost uniformly held in Papago it is probable that the survey assistant sometimes overlooked the question in their absorption in the other information being gathered.

The total of 741 persons reporting on their facility in the use of English shows 251 fewer than the number of persons reporting on the survey as shown in Table 3. This is accounted for in part by the fact that there were 130 in Sells and 37 in Santa Rosa, making a total of 167, who were interviewed only on the count of children under 6 and for whom full information was not obtained. This leaves 84 for whom information on the use of English is not recorded on the cards.

Examination of Table 4 on which information is given on 741 parents (or parent substitutes) reveals some pertinent facts. Of this total 212 or 28.6% reported speaking little or no English. This has great significance in considering the children's learning and use of English which is essential in their school work. If one adult in the family speaks little or no English it is reasonable to suppose that Papago will be predominantly spoken thus giving the children little everyday practice in use of English.

At first thought it might be assumed that it would be in the over 60 years

Table 4.

Showing Number of Parents in Three Age Groups Reporting Their Facility in the Use of English

District	Total reporting	Under 40			40 - 60			Over 60		
		Yes	No	Little	Yes	No	Little	Yes	No	Little
1. Sif Oidak	136	59	6	3	31	8	13	5	8	3
2. Hickiwan	93	30	4	2	21	15	5	4	9	3
3. Pisinimo	39	19	2	0	9	5	2	2	-	-
4. Gu Achi	83	36	-	5	17	12	7	-	4	2
5. Shuk-Toak	64	35	2	2	12	3	4	5	1	-
6. Sells*	40	10	2	10	7	0	9	0	2	0
7. Gu-Vo	20	11	2	1	3	4	-	-	-	-
8. Chu Kut Kuk	32	11	2	2	8	3	3	1	-	2
9. Baboquivari	135	50	-	1	43	3	11	16	4	7
10. Gila Bend	22	13	1	2	1	2	3	-	-	-
11. San Xavier	77	43	0	1	18	1	3	9	1	1
	741	317	21	29	170	56	60	42	29	17
			367			286			88	

*This information was not obtained for the village of Sells.

group where one would find little or no English. Examination of Table 4 shows that this is a false assumption though in that group 52.2% do fall into that category. However, look at the figures for the group under 40 and the group 40 to 60. Here one finds a total of 166 or 25.4% of the persons in those two groups using little or no English.

Again one might assume that it would be the 40 to 60 years group that would account for these figures, but this is not wholly so. In the under 40 years group there are 50 or 13.6% reported as speaking little or no English. These two groups, those under 40 and those 40 to 60 include the parents of school age children or younger, thereby indicating a direct relationship to the children's school work.

Turning to the positive side and looking at the figures showing those who gave "yes" to the question of whether or not they speak English, one finds 317 or 83.6% in the under 40 years group; 170 or 59.4% in the 40 to 60 years group; and 47.7% in the over 60 years group. This makes a total of 71.3% who gave "yes" as an answer to the question concerning their speaking of English.

That this is a qualified "yes" in many instances is indicated by comments of persons answering. Over and again parents would say that they wished they could use English more easily, that they would like to learn more themselves even now, that they wished there might be adult education classes where they could do so. Observation indicates that even where English is spoken with ease and facility there is the tendency to speak in Papago if the person with whom conversation is being carried on speaks it. This is natural since it is the native language. One would not wish, in any way, to suggest that it should not be thus used for it is wholly natural that it should. It is only to point out that here is a situation one must consider thoughtfully in planning community action programs of benefit to all in the community, and that one must take it into account with equal thoughtfulness in considering the ways of insuring the children's school progress.

From the standpoint of the adults there is conversational English to be considered, the English that will help them to understand their children's school work, and the English necessary for any vocational or work training that may be desired.

All of the children's school work is in English. When their school learning is in one language and their home living in another one can readily see the constant shifting which must take place in their thinking and the necessity for continuous translation back and forth. Many of the parents themselves realize this, hence the desire already mentioned that they might themselves have the opportunity to become more proficient in English than they are.

This goes deeper, too, than the mere use of English. It reaches into the parent-child relationships. Frequently parents spoke of this pointing to the gap it makes between them and the children especially with those who go off the reservation to boarding school and live with English as the predominantly spoken language for a period of months.

All of this points to an area to be thoughtfully considered in any planning that is done for future programs. This will again be referred to in the section of this report on RECOMMENDATIONS growing out of the survey.

CHAPTER FOUR

The Homes

Table 5 shows the number of homes where children live with two parents and the number where the home is broken. Examination of this table shows 520 homes reporting. The fact that this is fewer than the total of 538 families interviewed is accounted for by the fact that in some homes all children were now adult and had left home. In a very few instances the information was not recorded.

A study of the table shows that of the 520 families reporting there were 336 or 64.6% homes in which the children were living with two parents. In some instances one might be a step-parent but the home was a two parent home.

In 184 of the homes or 35.3% the children were living with one parent only or with parent substitute. In some instances the home had been broken by death of one parent. In others there had been separation with or without legal divorce. In others, and there were a considerable number of these, the mother was unmarried. In some instances the cause for the children not being with the parents was not that the parents were separated, nor that they were unwilling to care for the children, but rather that they were working off the reservation with both employed and the better care for the children seemed to be for them to be with grandparents or other relative. There were a small number of such instances.

In reading this table and considering its significance it should be understood that no claim is made that these percentages of homes intact and homes broken would be the same were the entire number of homes on the reservation to be included in the count. It is conceivable that the percentages would vary one way or another by a few points. The fact, however, that the number of homes covered in the survey can be considered an adequate sampling of the reservation, gives significance to the figures which should be taken into account in planning community action programs.

Since it is commonly accepted that children are better off in their own homes with their two parents the figures point to consideration of programs beamed toward emphasizing the importance of this in the thinking of the young people. It suggests also consideration of work opportunities on the reservation that would make it possible to establish such homes with some degree of assurance of adequate income. There is the further suggestion of considering programs that give a basic knowledge and understanding of parent care and responsibility that makes for good development for the children.

Home Equipment

Attention is called again to the cards on which information was recorded (see pages 4-6). On card #2 notice that information is asked on whether or not the home has radio, television, a car, electric power, water. The information gathered on these points has so much significance for community action planning that the findings are given here, first by districts in separate tables, then

Table 5

Showing the number of homes where children live with two parents and the number where the home is broken with children living with one parent or with parent substitutes.

District	No. of homes where children live with two parents	No. of broken homes where children live with one parent or parent substitute	
1. Sif Oidak	41	31	
2. Hickiwan	31	23	
3. Pisinimo	13	14	
4. Gu Achi	58	17	
5. Shuk Toak	21	10	
6. Sells	63	31	
7. Gu Vo	9	4	
8. Chu Kut Kuk	11	4	
9. Baboquivari	50	26	
10. Gila Bend	13	7	
11. San Xavier	26	17	
	336	184	
	64.6%	35.3%	Total homes reporting 520

in a table giving totals for all districts. This is done to focus attention on the situations in each district since there is considerable variation which indicates variation in what the villages in the different districts may want as programs. Following is Table 6, section 1 giving the figures for the Sif Oidak District.

Table 6

Showing home equipment--radio, television, car, power, water

Table 6 - Section 1

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Sif Oidak	45	31	21	55	20	56	32	44	24	52
	Total reporting 76.									

Of the 76 persons reporting in this district examination of the table shows that 86.8% have either radio or television or both thus giving them contact in their homes with what is going on in the world. The large majority of these sets are accounted for in the village of Chuichu. The figure of 31 with no radio and 55 with no television points this up. It should be understood that these two figures in many instances represent the answer of "no" on both counts.

It may be noted in the columns concerning cars that 73.6% do not have this means of transportation. While the question concerning wagons was not asked the interviews show that the number of these, too, is limited. This is significant, not only as it pertains to ease in getting out of the village for whatever purpose, but directly as it pertains to securing water. It may be noted that 52 or 68.4% report "no" on the question pertaining to water. This brings up the whole matter of the hauling of water from windmill or water tower which again relates to later planning. The provision of these is a significant step in progress and the piping of water to the homes as rapidly as the PHS can accomplish it is likewise a significant step. Meanwhile those who until that is accomplished must haul it for considerable distances poses a problem that has bearing on community action programs. The figures on the answers of "yes" and "no" on this matter of water are not clear cut since the records do not always indicate whether the "no" means it is not piped to the house, or means that it is piped to the outside but not to the inside as yet.

Turning to the question of electric power it may be noted that 44 or 57.9% do have power and 32 or 42.1% do not. When one considers whether or not families in a district do or do not predominantly have electric power in their homes one touches on a variety of details in family living which have bearing on community action programs, such as the use of appliances, the purchase of appliances, the care of such appliances, etc. This is of significance in examining the figures on this point in the tables that follow for the other districts.

Table 6, section 2 gives the figures for the Hickiwan district with a total of 53 persons reporting.

Table 6 - Section 2

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Hickiwan	18	35	1	52	7	46	3	50	32	21
	Total reporting 53									

Here three families only report having electric power. In two instances this is provided by private generator. (One in Gunsight, one in Kaka.) One village is reported to have decided against electric power though it was available. In others it is said to be coming soon. This indicates pending change. Even when the power is available to the village it does not mean that all families will wish to or will be able to have it. Here again is a hint for community action. As changes come help often is needed in becoming accustomed to the idea of change and in knowing how to adjust to it as well as in recognizing the advantages which it may bring.

In spite of the fact that water is piped to all villages of the district except one (Hickiwan) notice that the answer for 21 out of 53 is "no" to the question of availability of water in their homes. Again, although water may be available it does not of necessity mean that all families find the way of availing themselves of it or that they wish to. In most instances it seems safe to assume that there is no lack of interest in having water piped to the houses for many speak of the hardship of hauling it by barrel. Some without means of transportation tell of hauling it in relatively small containers in a child's "little red wagon." It is always a matter of knowing how to work out adjustments to change in order to find the ways of availing oneself of advantages that are offered. Again this points to help which can be given through the community action programs.

It may be noted that of the total 53 reporting 7 tell of having a car. When one realizes that the 53 are from seven different villages it suggests the virtual isolation in which the people of this district live, though there are of course wagons and horses and the clinic bus does transport those who need to go to the clinic. The fact that 18 in the seven villages covered in the report have radio gives limited outside contact.

Moving on to the Pisinimo district the figures are given below in Table 6, section 3.

Table 6 - Section 3

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Pisinimo	22	6	6	22	6	22	10	18	25	3
	Total reporting 28									

Three villages are covered in the reports from this district, Pisinimo Village, Santa Cruz, and San Simon. As will be noted there are a total of 28 families reporting. Of these the fact that 18 report having electric power indicates that some have immediately availed themselves of the facilities which have newly come to two of the villages according to the reports. In the matter of water the records show that for a majority of families it must be hauled since in only one of the three villages is it reported as being piped as yet.

Interestingly enough the 6 cars reported are shown in the records to be two each in each of the three villages included in the survey. Doubtless there are more in families not covered but taking this as a sampling it suggests that this means of transportation is limited to a few.

As to radio (or television) each family reporting from Santa Cruz told of having one, and all but one in San Simon. The others are accounted for in Pisinimo Village. Here again there will be families that do not have such means for touch with the outside world but enough do that it suggests the possibility of some sort of community action plan being useful that would help interpret what comes over the air. This whole matter of the use of radio, and/or television, and interpreting what is heard or seen, opens up possibilities that could be considered which might be of great usefulness.

Table 6, Section 4 gives the figures for the Gu Achi district, with total of 44 families reporting from the three villages of Ak Chin, Covered Wells, and Santa Rosa.

Table 6 - Section 4

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Gu Achi	28	16	13	31	12	32	19	25	36	8
	Total reporting 44									

Here one finds a higher percentage of radio, television, and use of power and water. This is typical of the changing conditions which should be taken into account in planning the community action programs. It shows the general shift from one way of living to another and this has great significance in whatever planning is done. Shifts in ways of living are not made easily and community action programs which the people themselves help to plan can be of great service to them in making such adjustments.

It may seem that when electric power comes to a community it remains only to get the houses wired but far more than the mechanics of wiring is involved. The coming of electricity makes for a wholly different way of living. It makes the use of an electric refrigerator possible, the use of an automatic washing machine a possibility, the use of an electric iron also, and so on. This runs into money and often plunges one into installment buying. Electrical appliances require care in their use and the know-how of using them properly. All of this has significance, it is again pointed out to the community action programs.

Table 6 - Section 5

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Shuk Toak	19	12	5	26	4	27	12	19	22	9
	Total reporting 31									

Table 6, section 5 gives information for the district of Shuk Toak with 31 families reporting and covering the villages of Pan Tak, San Pedro, Sil Nakya, Crow Hangs, Fresnal Village, Santa Rosa Ranch, Comobabi and Queen's Well. Cars here are few. Some have electric power but more do not. Records show that in five of the villages water must be hauled.

In considering any of the conditions reported from the various families in their significance for community action planning thought must always be given to getting the community feeling that eventuates in community action that presumably betters living conditions. If they are satisfied to live without electric power or piped water when either or both are available then this must be considered and their reasons respected. If they would like to make use of either or both but do not know how to go about changing then this is the starting point. If there has been no community action on matters that affect all the families in a village then the starting point is knowing how to go about working together, knowing what the possibilities are. This has direct bearing on anything that is done in the community action programs. The great variations already indicated from district to district in this one item of home equipment points up the variations there will of necessity have to be in whatever is worked out in community action programs.

In reading the figures of Table 6, section 6, it must be kept always in mind that this is exclusive of the village of Sells itself. It has already been explained that the survey in Sells covered only a fraction of the total number of items included in the survey. It may be recalled that this survey in Sells was one of the two initially made when the concern was to find the number of children under six, the employment of the parents, and whether the children were living with both parents, one parent, or parent substitute. Information on home equipment was not included and therefore Sells does not enter into the figures given here. The villages included are Cowlic, Big Fields, Nolic, Iron Stand and San Luis.

Table 6 - Section 6

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Sells	20	9	5	24	4	25	4	25	11	18
	Total reporting 29									

Notice the number without electric power, the relatively high number answering "no" on the matter of water and the relatively high number having radios. Records show that four of the villages do not have electric power available and four must haul water. In the matter of water it must be kept in mind that Public Health Service will eventually get water piped which means that even though there may not be water thus provided now the time is probably not far distant when it will be.

Some of the significance of the piping of water to the homes comes to light when one thinks of the rearrangements within a home that come about when water is brought in. This raises problems for the housewife when space is limited. There are instances reported where it has led to the building of another house to be used for a kitchen where there can be a sink. There are likewise bath facilities to be considered when water is easily at hand. Further this takes one to the washing of clothes and the arrangements for greater ease in doing it that water at hand makes possible. These may seem simple matters to point to in the planning of community action programs but no matters are too simple for attention when they affect the living of people and water piped to the homes does affect the living of people significantly.

It may be noted that in this district as in others already covered cars are few indicating some degree of isolation for many families which again has bearing on planning that is done.

Table 6 - Section 7

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Gu Vo	5	7	0	12	0	12	2	10	12	0
	Total families reporting 12									

Table 6, section 7 covering the district of Gu Vo includes the villages of Menenger's Dam and Kerwo with a total of 12 families reporting. Notice that none report a car, that only two report having electric power, and the entire 12 do have piped water. Records show that power is not available in one of the villages (Menenger's Dam). The fact that 5 of the 12 families giving information do have radio shows some contact with the outside world for some of the people. Of these 5 radios, one is reported from one village and 4 from the other. Assuming that this is a fair sampling of what would be found if the remaining families had been interviewed it suggests that perhaps one thing to consider in community action programs is some widening of horizons. It is conceivable that some kind of group listening and group interpretation of what is heard would be of interest. It is worth considering.

Table 6, section 8, the district of Chu kut kuk includes the villages of San Miguel, Vamori, and New Fields.

Table 6 - Section 8

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Chu kut kuk	9	6	9	6	6	9	9	6	6	9
	Total families reporting 15									

In two of these water must be hauled. In two there is electric power but not in the third. In New Fields there is neither piped water nor electric power. In Vamori no family reporting has a car though others in the village may. Here however all families reporting have electric power. It must always be remembered that the figures given in all of these reports are a sampling only and no claim is made that they are the final figures which would be shown if all families had been interviewed. They do, however, as a sampling, give some indication of the district picture and so have implications for planning.

Again mention is made of water which is so vital in all of the living. It is so vital and affects it all so directly that it gives some measure of understanding of the significant service the PHS is giving in getting it piped to the homes. It suggests the usefulness of bringing to the attention of the people ways in which they might through community action give services, do work, that would make it possible to get it to all homes sooner. This cooperation with the agencies who can be, and are ready to be of help, is something that is a natural part of any Community Action planning.

In Table 6, section 9 are the figures on home equipment for the Baboquivari District, including the villages of S. Komelic, Topawa, Fresnal Canyon, Little Tucson, and Choulic, with a total of 82 families reporting.

Table 6 - Section 9

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Baboquivari	50	32	29	53	30	52	48	34	49	33
	Total families reporting 82									

In Topawa water is piped but in all others must still be hauled. This means that the figure of 49 answering "yes" to the question of water is accounted for in Topawa and that for all others the answer is "no" meaning that they haul water. In mentioning the equipment of the home the records often mention the number of barrels kept for hauling the water. Some speak of the cost of doing it when they must hire it done. One wonders if some kind of community plan might be worked out by which all would benefit in getting it from the source of supply. This would be a practical phase of a community action program.

All of the villages included in the report from this district have electric power except Fresnal Village but it should be noted from the table that 34 or 41.4% of those reporting do not have it.

Of the 30 reporting having cars 18 are accounted for in Topawa leaving 12 to be scattered among the other villages. While cars are far from being essential to living the few that are reported do indicate a certain degree of isolation. This is significant in planning the community action programs. When people cannot easily, for whatever reason, go away from home for the broadening of horizons, it remains to being the broadening to them where they are. Perhaps this is more desirable anyway. This has bearing on planning in all areas.

Table 6, section 10, gives the figures for Gila Bend. Here one finds no one having electric power and no one piped water. Neither are available. The service of the Air Force in bringing in water supplies the need in only a minimal way.

Table 6 - Section 10

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Gila Bend	5	7	0	12	5	7	0	12	0	12
	Total families reporting 12									

The fact that electric power is only a few feet away highlights the need for community planning. According to all that can be gathered from the reports the basic point here on which one must begin is the community apathy. This is a challenge to any program which has for its purpose community planning of any kind. As will be noted from the figures there are some radios in the village which indicates some outside interest and there are some cars which take the people outside.

The beginning of any community action program lies right at the point where the people concerned are. If there is no interest then the point to begin is finding the way to arouse interest. Always there is some little spark of leadership somewhere and if a program is to come from the people themselves that spark has to be found and utilized.

In Table 6, section 11 will be found the figures for San Xavier. The total families reporting, 41, represent 48.3% of the approximately 60 in the village. The figures can therefore be taken as an adequate sampling of the village.

Table 6 - Section 11

	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
San Xavier	29	12	17	24	13	28	23	18	15	26
	Total families reporting 41									

Both electric power and piped water are available but it will be noted that 23 or 56.1% in the one instance and 36.6% in the other have taken advantage of the facilities. This raises the same points of significance for community planning as have been brought out previously. The same minimum of transportation facility is found here as has been noted in other areas though the fact that a bus does come from nearby Tucson makes for greater mobility. However, mention was made frequently in the reports that the cost of bus fare made its use often prohibitive.

The fact that radio and/or television is available in more than half of the homes reporting shows outside contacts not always found heretofore in such proportion. The mere fact of having radio or television does not, however, guarantee the use that is made of it or the understanding of what is seen or heard. This has been mentioned before and is underlined here again as a hint for program planning.

Table 6, summary, gives the figures for all districts which have been heretofore presented and discussed separately in their significance for community action programs. It is interesting to note that radio and television are in many homes, slightly more than half. The figures for the two should not be combined since in some instances a family has both. The fact that radio predominates as would be expected since transistor sets can be used without dependence on electric power has some further significance beyond the actual fact that it takes precedence over T.V. Whatever is taken in by radio is by hearing only without benefit of seeing. For persons limited in the use of English this is of great importance since it raises the question of what they are understanding of what they hear. This has implications for program planning.

The fact that 25% of the population have cars is less significant for the community action programs than that 75% do not. While there are other and more significant reasons for programs being in the villages and on village ground where the people are, the lack of quick transportation gives an added reason for making whatever is done village grounded.

Repeated mention has been made of the significance of the figures on power and water for community planning and will not be reiterated here. However, take note that 38% only have electric power and a little over half have piped water. Once more the point is made that these figures indicate the coming of change and the coming of change has implications for community action programs.

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Table 6 - Summary

Showing Total Figures by Districts on Specified Home Equipment

District	Radio		TV		Car		Power		Water	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1. Sif Oidak	45	31	21	55	20	56	32	44	24	52
2. Hickiwan	18	35	1	52	7	46	3	50	32	21
3. Pisinimo	22	6	6	22	6	22	10	18	25	3
4. Gu Achi	28	16	13	31	12	32	19	25	36	8
5. Shuk Toak	19	12	5	26	4	27	12	19	22	9
6. Sells*	20	9	5	24	4	25	4	25	11	18
7. Gu Vo	5	7	0	12	0	12	2	10	12	0
8. Chu kut kuk	9	6	9	6	6	9	9	6	6	9
9. Baboquivari	50	32	29	53	30	52	48	34	49	33
10. Gila Bend	5	7	0	12	5	7	0	12	0	12
11. San Xavier	29	12	17	24	13	28	23	18	15	26
	250	173	106	317	107	316	162	261	232	191
	59.1% of those reporting		25% of those reporting		25% of those reporting		38.2% of those reporting		54.8% of those reporting	

CHAPTER FIVE

The Parents' Schooling

Reference to Card # 2 of the set on which the survey assistants recorded their findings (see pages 4-6) shows that one of the points on which information was asked was the schooling of each parent. In reporting these findings it must be understood, as has been the case heretofore, that parents are taken to include parent substitutes, either temporary or permanent, and other adults whose families may have been grown. Thus this report of schooling includes all adults who were interviewed.

Division of adults has been made into three age groups, those under 40, those between 40 and 60, and those over 60. All findings on schooling will be given under these three groupings. Tabulations have been made from the information given showing whether there was no schooling reported, whether to grades 1 or 2, to 3 or 4, 5 or 6, 7 or 8 and 9, 10 or 11, or whether 12th grade was finished. There is also indication of those who attended special programs, i.e. the five-year vocational program, such as provided at Sherman Institute or any portion thereof.

It should be understood in studying the findings of the parents' schooling that this represents only that of those reporting on this point. A number did not give this information. There were a considerable number who said they did not know what grade of school they went to, that they went only a short time, and have forgotten. No information has been recorded except that on which a definite answer was given. Table 7 gives the complete findings as reported by districts.

Examination of this table shows a total of 669 persons reporting with 333 in the group of those under 40; 241 in the group of those 40 to 60; and 95 in the group over 60. One finds in combining the three columns of those reporting no schooling that there is a total of 105 or 15.6% of the total number. One might expect to find the largest number of those in the over 60 age group but it is significant that 20% of those in the 40 to 60 group also report no schooling. Further it is to be noted that in the under 40 group there are also 3.8% who tell of having no schooling. This has great significance in planning community action programs. While they doubtless have proficiency in many areas still it must be taken into account that reading, writing, and arithmetic skills cannot be counted on.

Notice further that of the total 669 persons represented, who report some schooling there are 169 or 25% who report less than a fifth grade education. This is exclusive of those who report no schooling at all. It must be remembered that skills in reading, writing, arithmetic, are only becoming well established by the fourth grade and when schooling is stopped at that point it is likely that such skills as had been attained could easily fall into disuse.

Take now the figures of those who have completed the 7th or 8th grade and one finds 123 or 18.3% of the total number. This percentage lessens as one goes on to the 60 or 8.8% who have completed the 12th grade. Again it must be repeated that there is no claim that these figures comprise the totals of all those

Table 7

Showing the Schooling of Persons by Districts and Grade Level as Reported in Three Age Groups

	Under 40							40 - 60							Over 60					
	0	1 or 2	3 or 4	5 or 6	7 or 8	9,10 11	Gr	0	1 or 2	3 or 4	5 or 6	7 or 8	9,10 11	Gr	0	1 or 2	3 or 4	5 or 6	7 or 8	H.S.
1. Sif Oidak special 4	3	3	5	4	9	18	13	3	6	11	8	7	3	1	12	3	4	-	-	-
2. Hickiwan special 7	4	2	10	5	4	4	4	13	6	8	3	2	1	-	11	2	1	1	-	-
3. Pisinimo special 2	1	1	3	4	5	5	5	9	3	5	0	0	1	0	-	-	- 1 adult ed.	-	-	-
4. Gu Achi special 4	0	0	5	4	11	5	10	9	6	8	4	6	1	-	4	2	2 2 adult ed.			
5. Shuk Toak	2	0	1	8	13	6	1	3	5	2	1	3	0	2	2	1	2	0	1	0
6. Sells special 1	1	0	2	2	3	7	4	2	1	5	4	2	-	-	3	1	-	-	-	-
7. Gu Vo special 1	0	1	4	0	5	1	0	2	0	2	-	-	-	-	2		1			
8. Chukut-kuk special 1	1	0	1	1	1	4	4	0	0	1	2	4	3	2	-	-	1	-	-	-
9. Baboquivari special 4	-	-	4	6	13	12	9	2	3	11	9	11	10	-	5	3	11	5	4	
10. Gila Bend	1	1	1	5	4	2	-	2	2	-	-	-	-		-	-	-	-		
11. San Xavier special 1	-	-	-	5	9	12	4	2	3	3	4	5	1	1	2	1	-	4	1	
	13	8	36	44	77	76	54	49	35	56	35	40	20	6	43	12	22	10	6	

Total persons reporting - 669

Total under 40 - 308
plus 25 special 25
333

Total 40-60 - 241

Total over 60 - 95

in the different categories on the reservation for records are not available for all. There would, if all could be interviewed, be more who had no schooling, more that had not gone beyond the 5th grade, more who had finished the 8th grade, more who had completed the 12th grade, and some who had gone on beyond the 12th grade. It can be properly assumed, however, that the figures given in this table do represent with sufficient accuracy to be significant what would be found if the sampling could have been enlarged.

The point to keep in mind is not so much the actual figure given as the percentage in the different groupings for these hold significance for planning with the people in the various villages on community action programs. It will always have to be taken into account that some will have had no schooling, many will not have gone beyond the fifth grade, some will have gone to high school but more will have not. There is the highly significant point also of how the parents themselves feel about their educational status. This has implications for planning.

For the sake of greater clarity than the summary table 7 can give there is given now a breakdown by districts in separate and different form with mention of comments parents made as they gave their information which hints the kinds of programs they would like to have. One of the highly significant things about these comments, only a few of which can be included, is that in the wording of them there is little indication that the people have grasped the fact that it is intended that they shall do the planning. This in itself has a hint for steps to be taken. (See Recommendations, Chapter 9, Education #5).

Following is the figure showing the numbers in each group for the Sif Oidak district. In reading the figure each block represents one person. The total for each age group is given below the section for that group. Notice that those taking advantage of the special programs such as the 5 year program at Sherman all fall in the under 40 group. Notice further that in the over 60 group none of those reporting had gone beyond the 4th grade. The two mentioned for adult education had turned to this as providing the education they wished they might have had. One told of going to the adult education classes for 8 years.

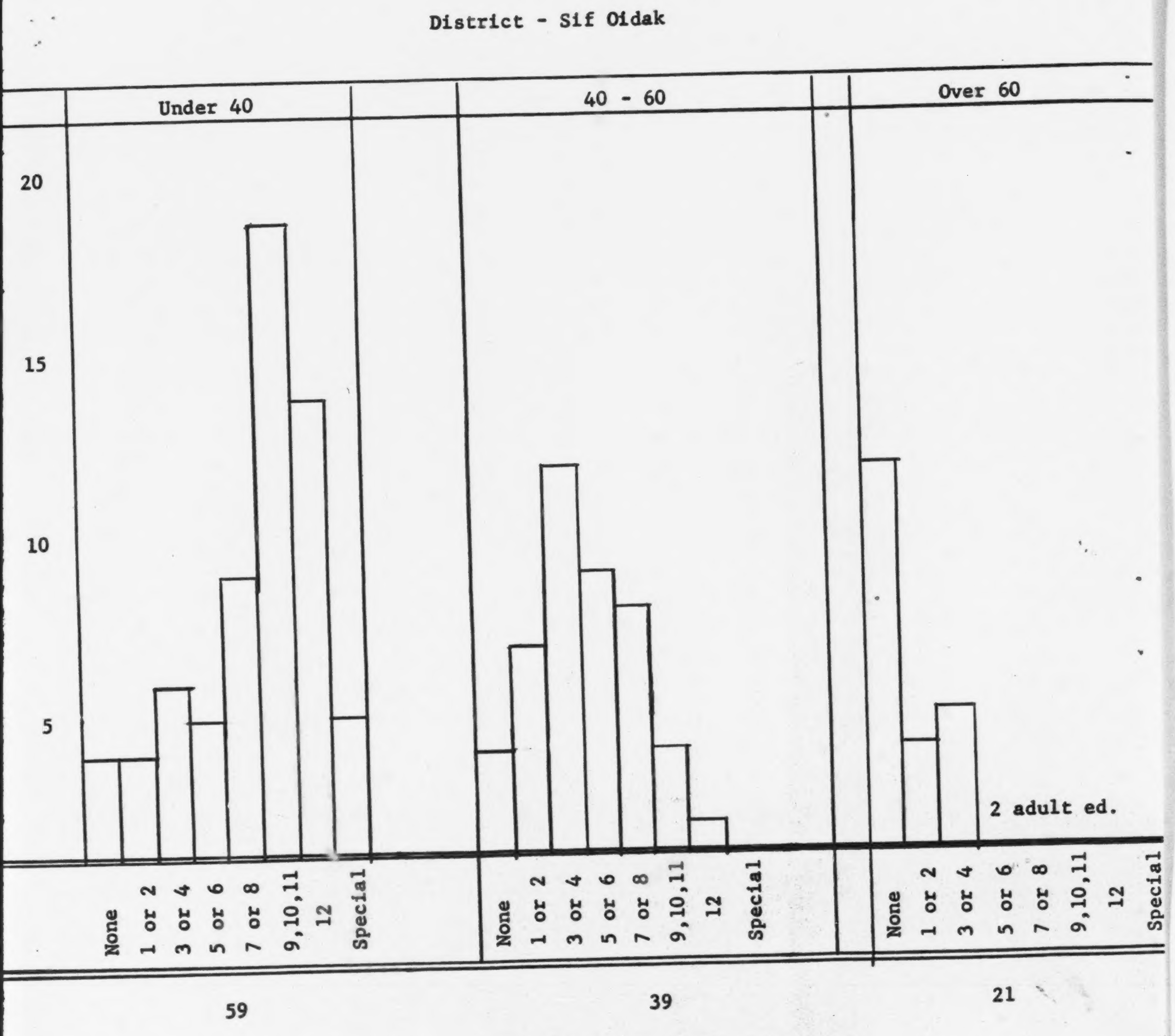

Figure 1 a. Showing the number of persons in three age groups reporting their schooling by grade level, in Sif Oidak District.

A mother with six children who had gone to the second grade said she was glad to hear that there might be a program for preschool children and wondered if parents could go too and said she would like to. A father in the under 40 group with four children who had gone to the 7th grade told of his feeling that there is need for more education and said he would like more. Another said he wished the Tribal Council could learn to read and write and he thought there should be some one with education to help with farm projects. A man of 62 who had to drop out of school to support himself said "Education is our main source of poverty" and spoke for adult education. Another who had gone to 3rd grade said she was ready to go to school if there could be something for adults. There were comments a plenty about what parents would like to see for the children but in this section mention will be made only of the programs that affect them as adults.

In the Hickiwan District as shown in Figure 1b there are 28 persons of the total 88 reporting who tell of having no schooling. These it will be noted are to be found in each of the three age groups with the fewer (4) as might be expected in the group under 40 but with the most (13) in the 40 to 60 group. However, the smaller number reporting in the over 60 group makes the 11 given there as having no schooling by far the larger percentage or 73.3%.

It is interesting that in the comments which the survey assistants recorded there is a grandmother who expresses her belief that all the children should learn English when they are little and tells of her own wish to learn more which has taken her to adult education classes for several years. It is her regret that they are not now going on. At the other end of the age scale is a young woman of 17 who went as far as the 8th grade and now wishes she might go on.

Another woman who does not know her age but with children in the late teens wishes that she could write. She has had no schooling and she speaks of her regret that not knowing how to write means that she loses touch with her children when they go off the reservation to school. And a man of 61 says, "If I had had school in my day I would be better off now."

Here one has a sample of the interest often expressed among the adults for more education for themselves. In helping those in the different villages to plan such programs for themselves one must keep in mind the range of schooling shown in the charts for each of the villages. What fits one will not fit another and in any community action program all should be considered.

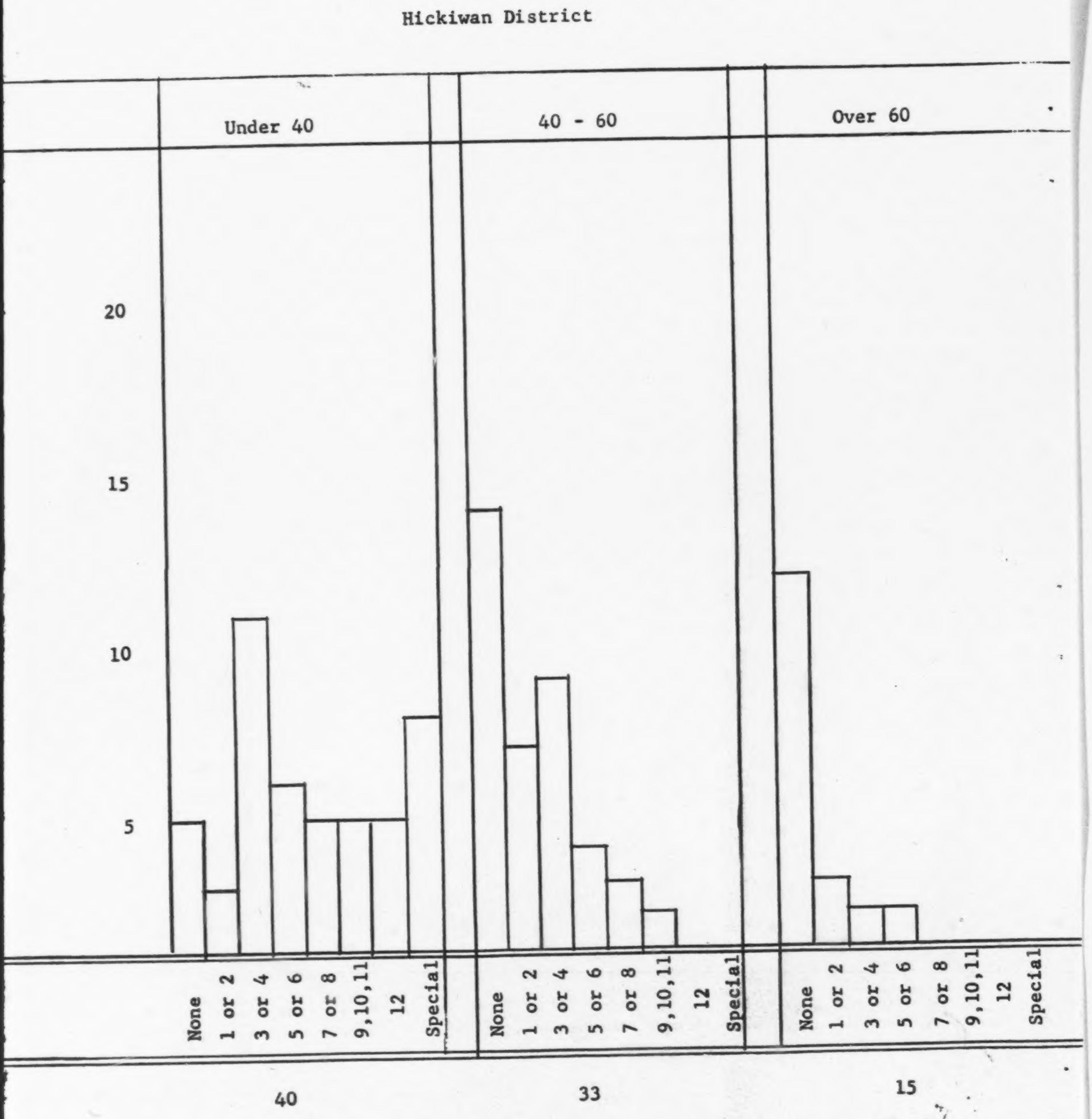

Figure 1b. Showing the number of persons in three age groups reporting their schooling by grade level in Hickiwan District.

In the Pisinimo District as shown in Figure 1c only one person in the over 60 group was interviewed. He was a man of 75 whose only schooling had been adult education classes. He asked "Why did classes stop?"

"Can't there be adult education classes any more?" asked a woman in the 40 to 60 group and then she told how she went to the classes so that she could get so she could write to her children and read the letters they wrote to her. All was going well when the classes stopped. She said, "We had just got to the big words and then he stopped coming." (referring to the teacher.)

Over and over persons who had had no schooling or had gone only to first or second grade spoke their interest in classes for themselves. One might have expected to find complacency or apathy about education for themselves now that they have established a home and raised or are raising a family. Comments made to the survey assistants, however, show a longing for more learning that merits thoughtful attention.

While only a relatively small number of persons in this district reported on their schooling yet the figures have significance and particularly the comments indicating interest. A considerable number of the persons who were interviewed for one reason or another gave no information about their schooling. It is interesting to note that in the group of 26 under 40 there are 10 who have gone to high school and half of these completed the 12th grade. It is interesting further that in the 40 to 60 group only one of the 18 reporting went beyond the 4th grade. Here again is indicated the spread that must be taken into account in planning programs. The fact that 10 in the younger group have gone off the reservation for high school and two for special program (at Sherman Institute) suggests that here may be some potential leadership to be explored.

In the Gu Achi District as shown in Figure 1d there is a somewhat different picture for the group under 40. Here there are none of those reporting who have had no schooling and none who failed to go through the second grade. At the other end of the scale note that practically one fourth of the group finished high school and half as many as this had some high school experience. Perhaps this is to be accounted for by the easy access to schools for children in this district, i.e. Santa Rosa, Covered Wells. Presumably early school attendance and continued attendance through the elementary grades is an encouragement for going on to high school.

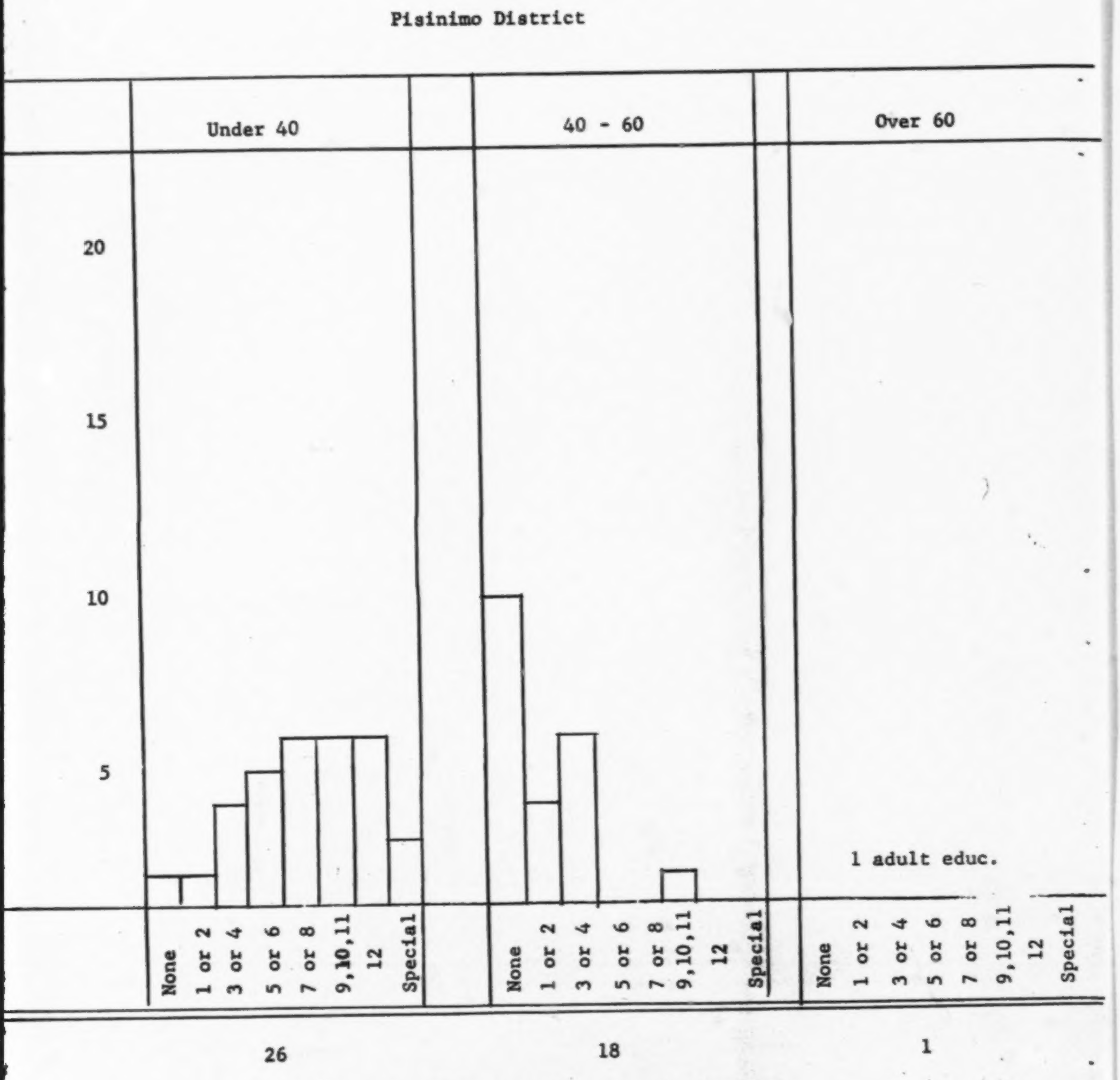

Figure 1c. Showing the number of persons in three age groups reporting their schooling by grade level. Pisinimo District.

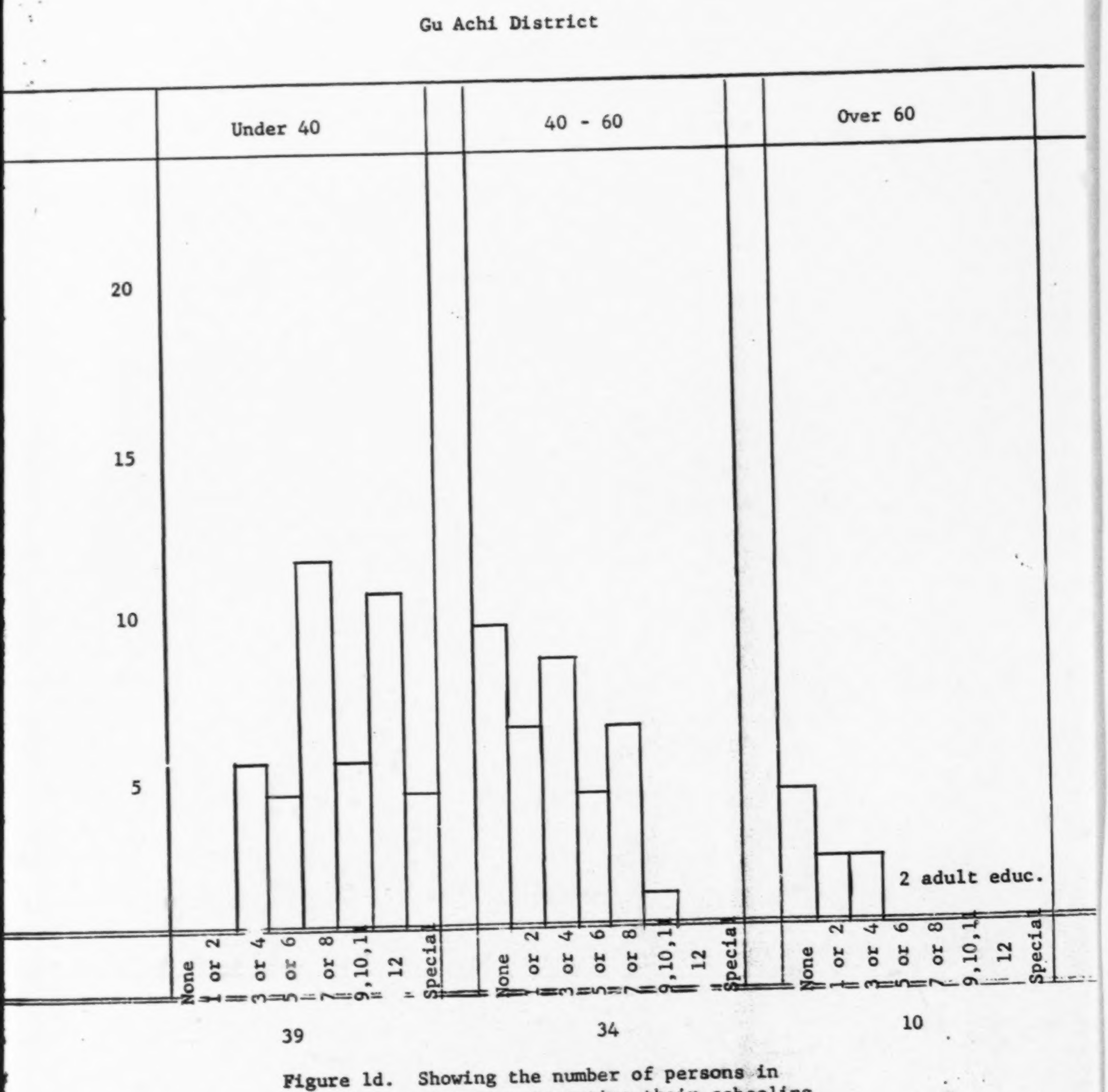

Figure 1d. Showing the number of persons in three age groups reporting their schooling by grade level. Gu Achi District.

In the 40 to 60 group it may be noted that 23 or 67.3% have had no schooling at all or less than a 5th grade education with none completing high school and only one having any high school experience. Here again we must point out that there may be those in the district who have finished high school or had some high school education but they are not in the group who were interviewed. These figures pertain only to those interviewed but they can be taken as typical of the general spread of educational achievement to be found in the different age groups.

Here again in all three groups one finds interest in education. A young woman just graduated from high school wants to go to college but her mother at the time of the interview had not signed the necessary papers feeling that the girl is needed at home. In the 40 to 60 group is a man who finished 8th grade but says, "I used to think I knew enough to get along but not any more." Another, this one in the over 60 group and with no schooling himself favors education for the tribe and plenty of it. He tells of wanting to go to school but his parents said no. He wants others to have what he feels he missed and even now would be interested in adult education.

Repeatedly the comments of those interviewed point to the desire for adult education at all age levels.

As one considers the type of adult education which might satisfy the need as the people have expressed it one must keep in mind that here are grown people with grown people interests who are asking for it. There are those who have no reading skills and those who have only the barest beginnings but they do have adult interests. They are people who have established homes, who have raised or are raising a family, who have struggled to make a living, who have had different kinds of work experiences. This suggests that while they are learning the fundamental skills of reading that customarily are learned in the first few grades of school they are concerned with the affairs of adult living. This points to reading content that touches those interests even while it is used to teach the fundamental skills. This is of the utmost importance to keep in mind as one goes about helping them to plan the programs that they feel meet their needs. It may mean the writing of reading material that uses the ideas that come out of their everyday living.

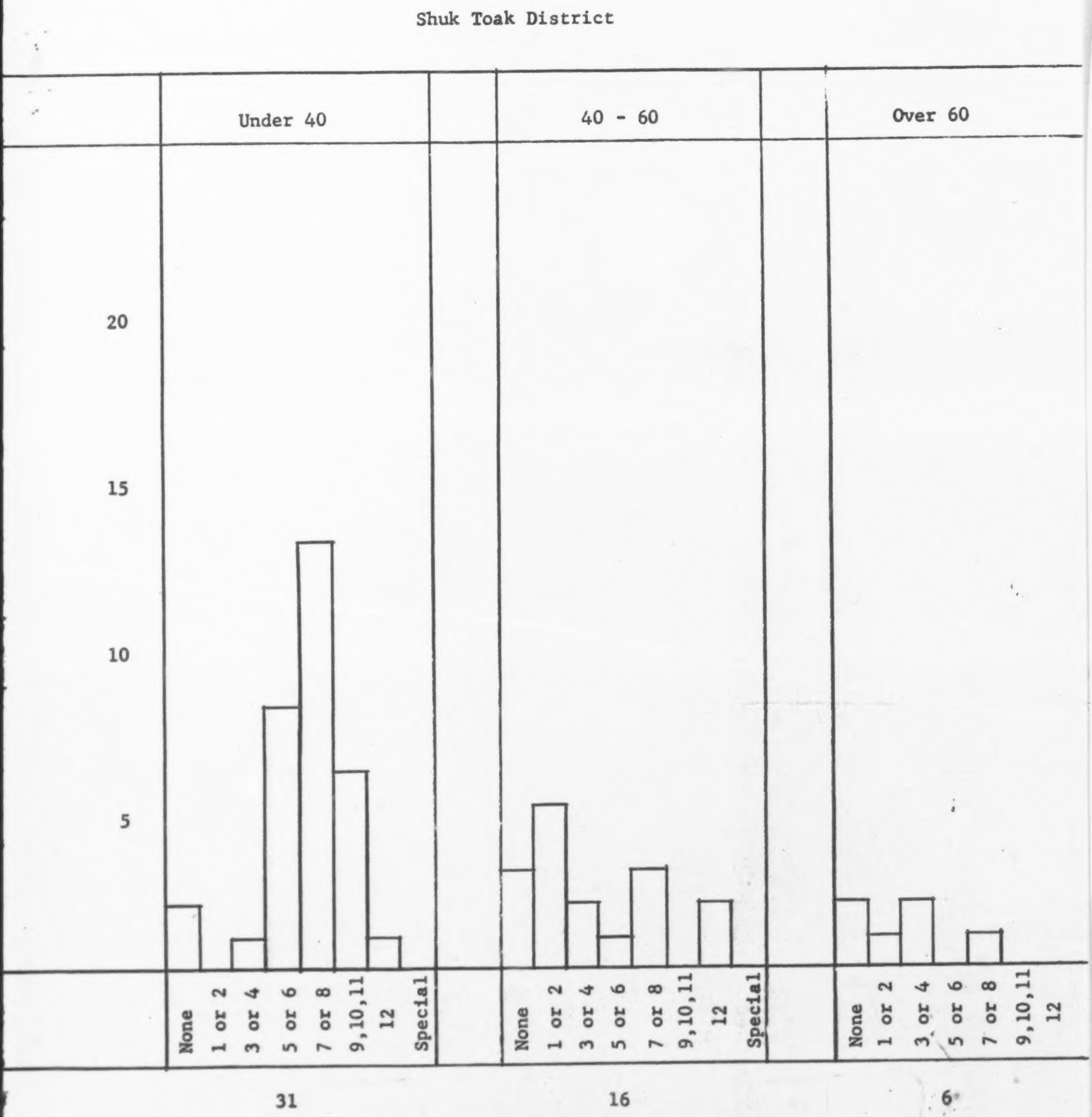

Figure 1e. Showing the number of persons in three age groups reporting their schooling by grade level. Shuk Toak District.

In examining Figure 1e for the Shuk Toak district notice that in the under 40 group approximately two thirds have gone to 7th grade or beyond. Here as in the district discussed above the easy access to schools may account for the percentage that is higher than in some other districts. In the 40 to 60 group however, over half have not gone beyond the sixth grade and in the over 60 group only one beyond the fourth grade. These figures being relatively few in point of number should be taken only as broadly and generally indicative. It is interesting that in this district among those reporting there is no mention of any going away for the special program which provides for those who have not gone to school or only briefly until twelve years and then wish to take an intensive program. It will be noted that in all other districts thus far reported there are a few who have availed themselves of this opportunity.

Here, as in other districts, interest is expressed in something in adult education. Mention is often made of vocational training of one kind or another and these suggestions will be discussed under the section on Work Training and Experience. Here the comments reported are concerned with adult education aside from vocational training. There is no intention to separate the two except for discussion and reporting purposes. They rightly tie in together and should be so thought of. Mention was made in the section above of the content for any program in teaching the fundamental skills. This pertains not only to reading but to arithmetic and to writing. Here is a close tie with the vocational training which can furnish meaningful content.

The feeling of those who commented about an adult education program in this district can be summed up in what a father of five said. He is in the latter part of the 40 to 60 group. Neither he or his wife have had any schooling. He wants to see his children "go far" in school and he wishes that he and his wife could learn to read and write. Now and again comments indicated the gap parents feel between themselves and their children that skill even in a small degree in reading and writing and arithmetic might lessen. Or shall we put it more positively and say that there is continuous indication of the feeling that skill in the fundamental subjects would keep them closer to their children.

A figure for the Sells District is not given here since the parents' schooling was not covered in Sells Village thereby giving only a limited picture of the situation in this district. As explained heretofore this area was the first one covered in a pilot survey and information was gathered only on the number of preschool children and the employment of the parents.

In Figure 1f the districts of Gu Vo and Chukut kuk have been combined since they lie in the same general area and the figures for both are relatively small. This is due to the fact of the fewness of villages and the further fact that on the days of the visits by the survey assistants a considerable number of families were away for work, or gone to the clinic, or otherwise not there.

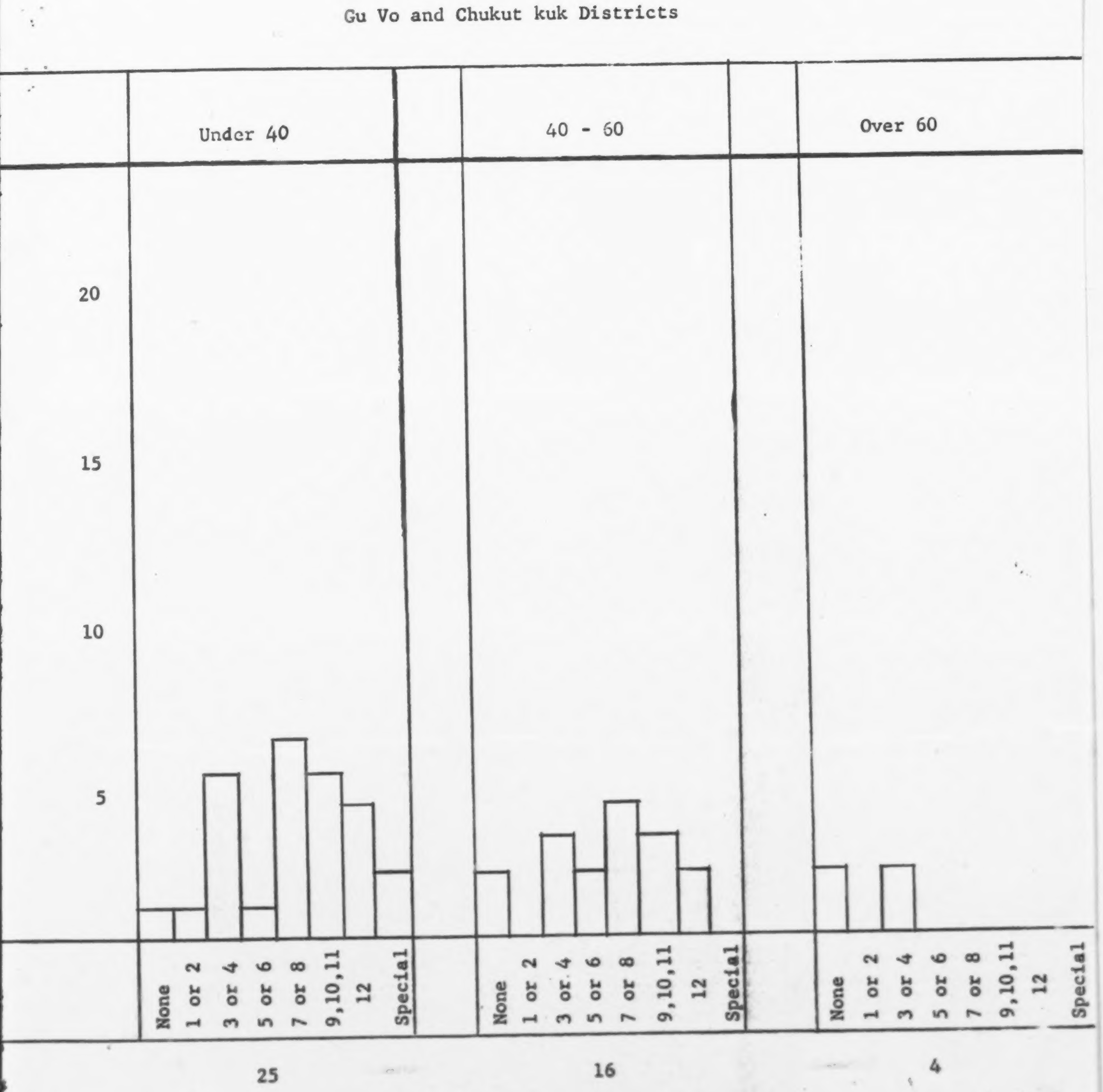

Figure 1f. Showing the number of persons in three age groups reporting their schooling by grade level. Gu Vo and Chukut kuk Districts

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Of the 45 persons included it will be noted there are some in each age group having had no schooling and of the others 20% who have not gone beyond the 4th grade, making a total of 26.6% below the fifth grade level of school.

These figures are similar to those from other districts though there is some variation from one to another. The significance is that it points to the teaching of basic reading skills. In doing this it must be remembered that there are here no basic skills in reading in any language to work with. In all districts this must be taken into account. Reading skills involve seeing words, seeing the differences among them, taking in groups of words, and if one is really to read moving the eye across the page and from the end of one line to the beginning of another. All this involves eye movements of eyes not accustomed to such movements. This, of course, is not all there is to reading and there will be mention later of other essentials. This is mentioned first because it suggests turning to the PHS for eye examinations which may be very fundamental to the accomplishment of any adult education program involving the basic skills.

Here are two, 1 in each of the districts, who speak for others. One, in the 40 to 60 group tells of having gone as far as the 4th grade. Now he wanted to go to the adult literacy classes because he recognized his limited skills but was told he could not because he knew how to read. Yes, he said, he knew how to stumble along but he wanted to know more.

Another in the same age group who went to the third grade spoke similarly and told of how he had always wished he could read a newspaper. In reading the reports one cannot but wonder how many of those who did not put their wishes into words nevertheless have a latent interest in more learning for themselves. So many did speak their interest that it suggests that it is general enough to be well considered in planning.

Sometimes, it must be remembered, there is interest which is latent but which people do not know how to bring into words because they do not know what is possible by way of a program. Here is where leadership comes in, leadership that can see the possibilities and see where those possibilities touch the interests that people do know they have. In community planning it is not necessary always to wait until people can put wishes into words. One can open doors that let them see possibilities, then move ahead in light of the possibilities that appeal to them.

Figure 1g shows the findings for the Baboquivari district.

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Baboquivari District

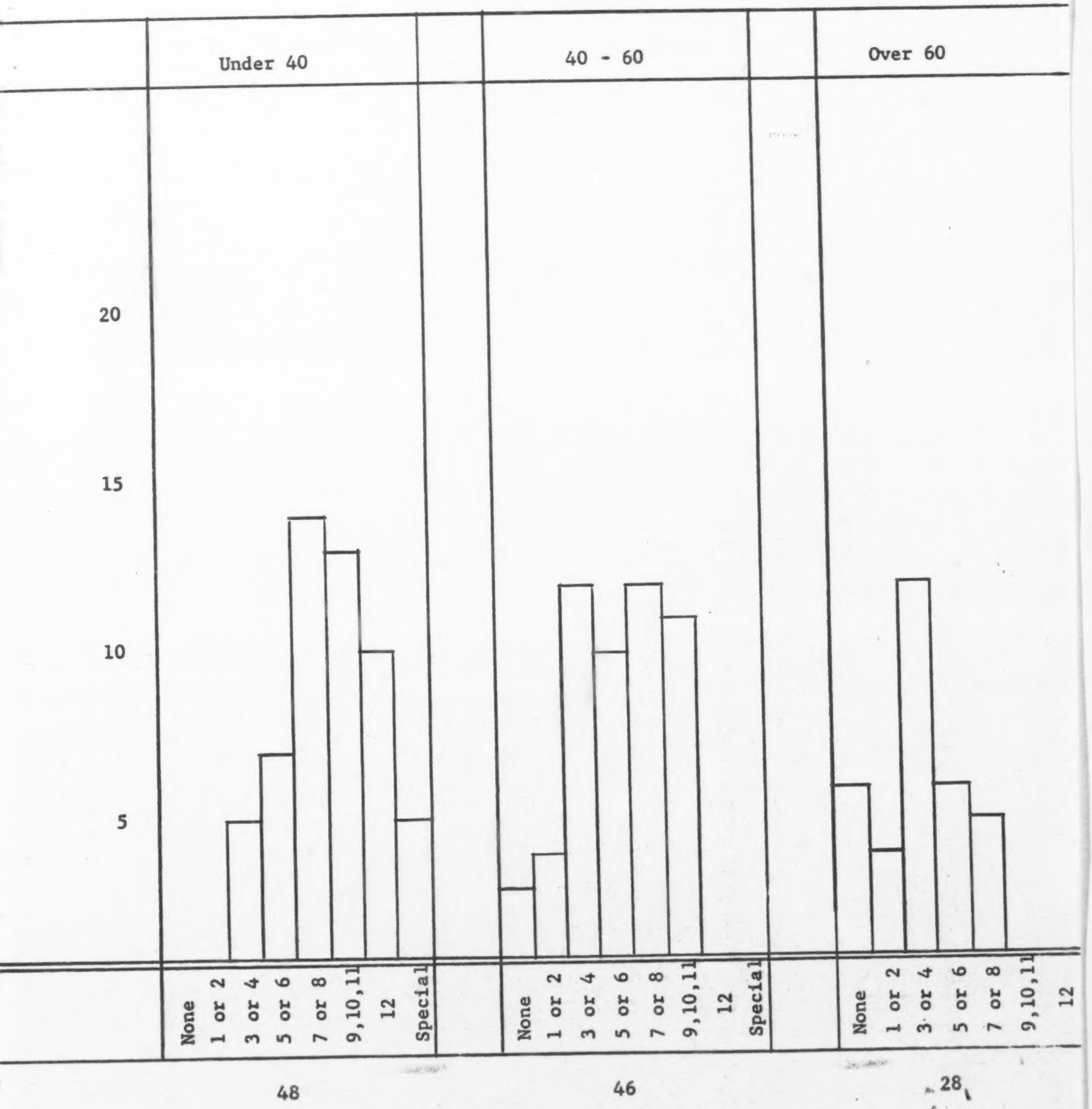

Figure 1g -

In this figure it is interesting to note that in the under 40 group all have gone at least to the third grade and 70.8% have been in 7th grade or beyond. In the 40 to 60 group 30 or 65.2% have finished fifth grade or some grade beyond and in the over 60 group 71.4% went above the third grade in school though not beyond the 8th. A high percentage of the interviews in this district were in Topawa or Little Tucson and one can note the probable influence of the school in Topawa and in Sells.

Here again one finds interest expressed in an adult education program and as will be noted there are a total of 39 in the three groups or 31.9% of the total 122 reporting who have either had no schooling at all or have not gone beyond the fourth grade. One of these a young man in his twenties who stopped in the fourth grade speaks for adult education. He attended for a year and would have gone on but the classes stopped "though we were promised they would go on." In the over 60 group a man and his wife in their seventies who had gone to third and fourth grades respectively spoke of their interest "in any kind of program that helps us learn," and added "Anything for the good of the village but why didn't the District Council tell us you would be coming so we could think what would be good."

Here as in other districts comments point to the interest in an adult education program that promises support for it should one be worked out.

In Figure 1h for the Gila Bend District the figures are significant as much by their lack as by what the ones given reveal. One after another of those interviewed could not tell the grade they went to in school, or for some reason did not want to tell. Information is lacking for any of the families who are squatters on railroad property. The survey assistants did not get to these homes. Perhaps more significant than any figures is the skepticism expressed in words by one who said, "Adult education lied to us. Maybe this is just another." Reference here is to the adult education program which had been in the village. The adult education trailer was still in the village at the time of the visit but the program had been discontinued and the comments indicated that this was a disappointment. While this indicates interest one best realize that in instituting another program there would be skepticism to meet which underlines the importance of making certain that whatever is done comes out of village planning in which the people themselves take the steps they want to take. This does not mean that there cannot be leadership and it is obvious that such is needed but it will need apparently to be leadership which will discover and utilize whatever spark of interest can be found, and will work with whoever is ready for any sort of leadership in the village, no matter how slowly the program may develop.

Gila Bend District

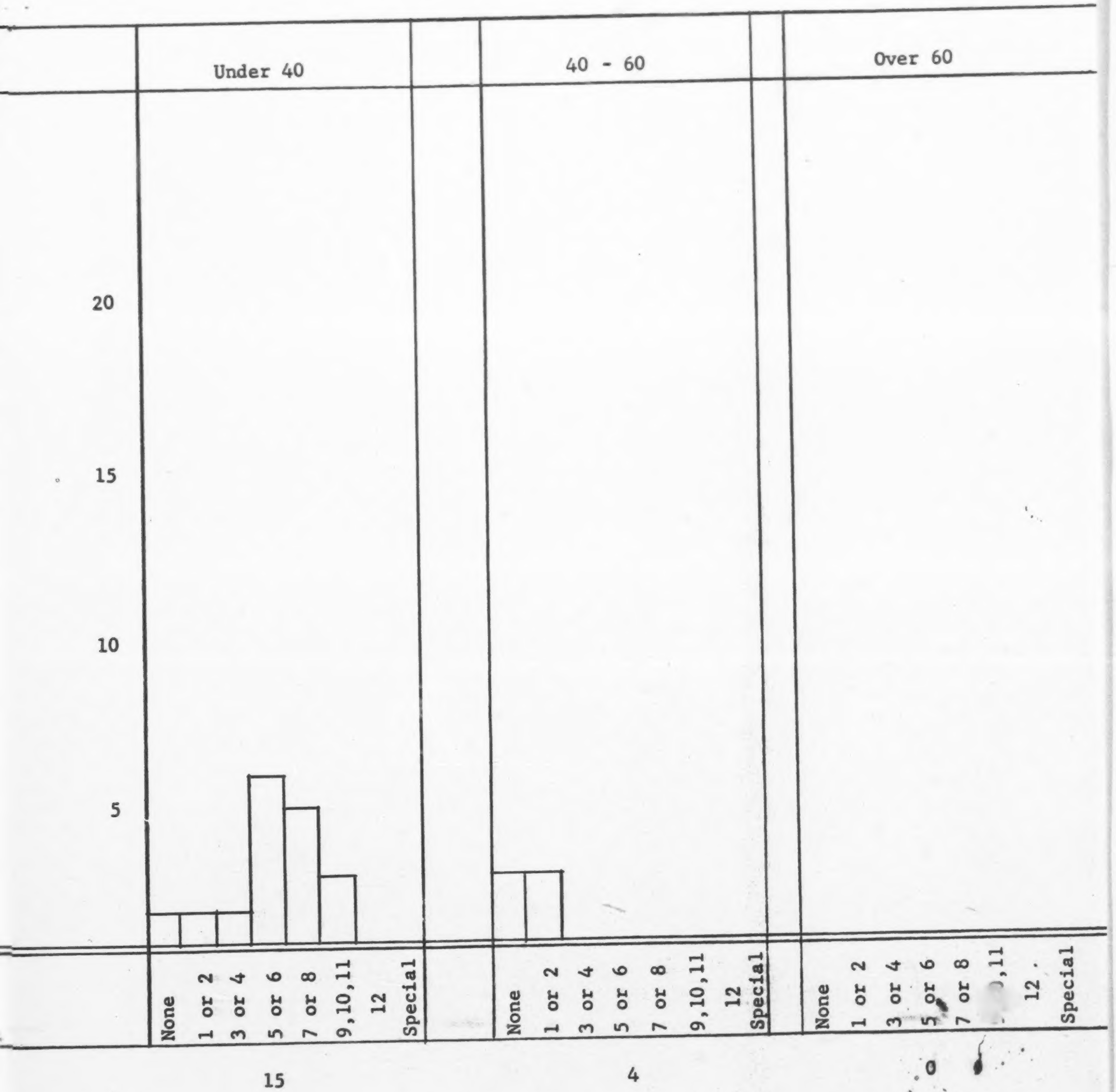

Figure 1h -

San Xavier District

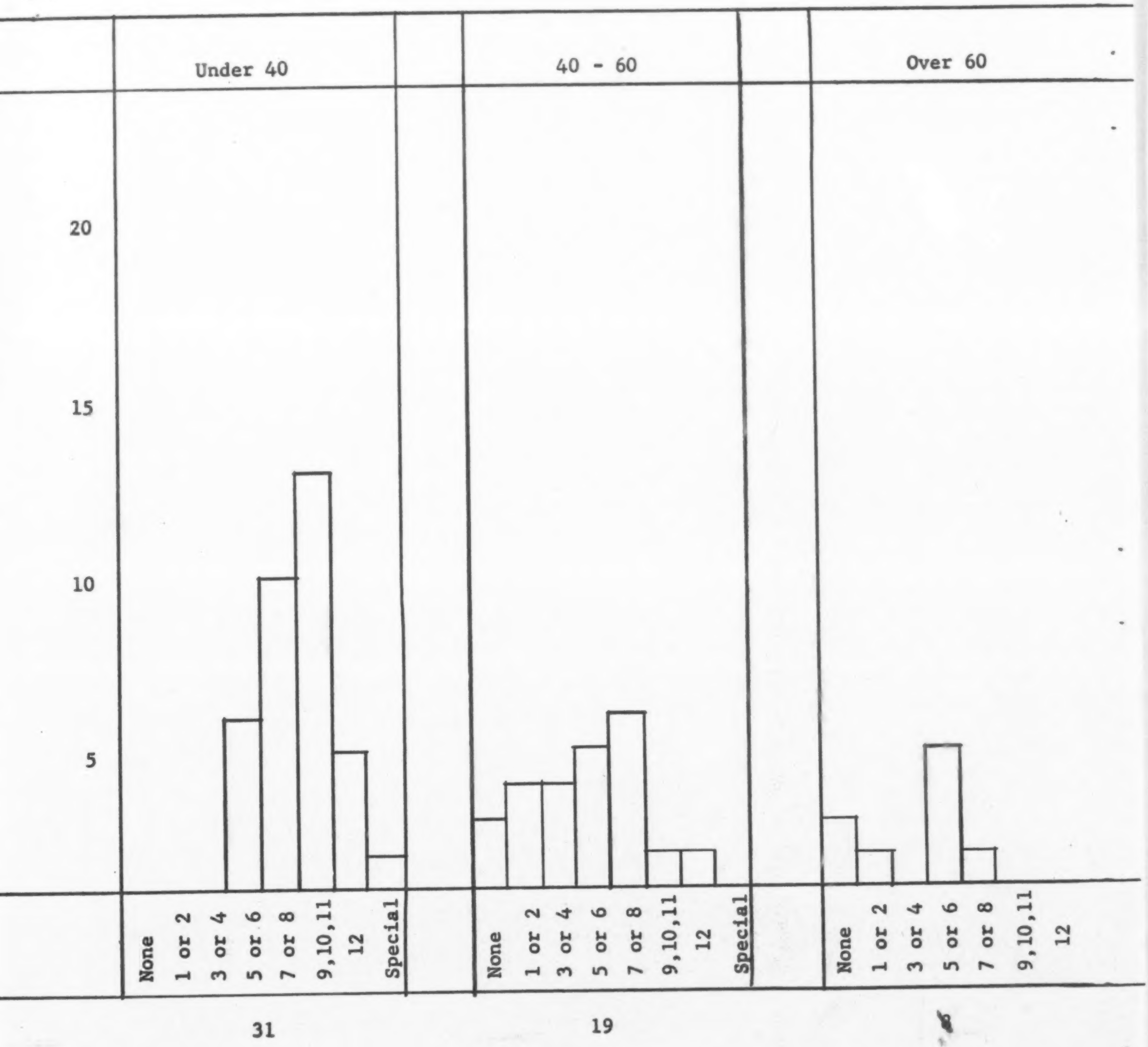

Figure 1i -

In examining the figure above giving information on the parents' schooling in San Xavier notice that in the under 40 group all those reporting have gone to third grade or further including high school graduation and one who had gone on for the special course at Sherman. In the 40 to 60 and the over 60 groups there are as in other districts those with no schooling or not beyond the second grade.

There are comments in the records pertinent to planning for adults. A father of five children, his wife having gone to the 6th grade and he to the 4th, says "There are changes coming and we have to change too and the more education we can get the better." Then he speaks for education for adults as well as for children. A mother in the over 60 group who did not give her schooling spoke for "something that would help us learn more English." Two others in the 40 to 60 group both of whom had gone to the 5th grade said, "We all need to get education." Then they told how their "very little English" was something they would like to change.

Gathered together in these figures on the parents' schooling and in their comments are implications of far reaching importance. They point to the need for considering how the desire for more English and more skills in reading and the other basic fundamentals can best be met.

In doing this one must consider that here is a situation where two cultures meet and two languages representing those two cultures meet.

The language and the culture which the language represents can never be separated if the learning of the language is to be functional. Here is the Papago culture and the Papago language, and the English culture and the English language. If the English language is to be learned it means learning something of the culture which the language represents. No educational program can be successful that neglects to take this into account. It is natural that the people should think in Papago. It is their native tongue. As they come to the English culture and language it is natural that they should think of it in Papago and try to translate it into the culture and language they know. This is a process that cannot be hurried. It is a very individual process which means that any adult education program must of necessity be on a very individual basis.

Mention has already been made of content for reading which does this very thing, content that takes what the adults are interested in and puts it into English. They know the substance of the content for it comes out of their experience. It is put into English words. The fact that they know the content gives meaning to the English words. This is a first step.

There comes another step, that of glimpsing the culture which is not theirs but which they have touched in one way or another and having it given meaning to them. This suggests teaching through experiences without relying on verbal explanations.

All of this brings one to consideration of adult education in a much broader scope than the mere mechanics of learning the basic skills. The skills are important but they become a part of a larger picture. Think of the homemaking details which have been mentioned variously, frequently under the section on Home Equipment. What more practical learning of English than that connected with the coming of power and the purchase of an automatic washer? Thus all of the homemaking details and the rearing of children become an integral part of learning to read and write and figure. Here is content for adult education programs.

Likewise work training in all of its phases. Work of various sorts is familiar. It becomes the content of practical work in reading and conversation. The same with community affairs, with the children's school, with what comes into experience through the radio.

This is really to point out that all of living as the people in the villages do it can become the content for the learning of the basic skills for which so many ask. Nor are the basic skills all there is to adult education. Many already have those skills. What then shall adult education be for them? This is something to be well considered. There is all the interpretation of the world news that comes over the radio and for some through the newspapers. There are all of the ways of community planning and working together to be explored.

The significant thing is that in the records the survey assistants have turned in there is evidence a-plenty that people in villages throughout the reservation are reaching out for this kind of thing-- not all-- but many. (See Chapter Nine - Recommendations. Here will be found specific suggestions for steps to take in providing for the needs that the survey reveals.)

CHAPTER SIX

Present Occupation, Work Training, and Work Experience

Information gathered by the survey assistants on present occupation, work training, and work experience of those interviewed will be given in descriptive form rather than by uniform tables or charts since the diversity lends itself better to description than to tabulation in chart form. As with all other information it will be given by districts and comments made on the kinds of work program the people speaking would like to see provided will be included. Certain village information which seems pertinent to planning will also be included.

Sif Oidak District

Reference to Table 2 shows that in this district 95 families were interviewed by the survey assistants which is 75.4% of the total number of families said to live in the district.

As in other areas of this survey there were those who did not give the information but for the most part the information in this work area asked for on card # 3 (see pages 4-6) is approximately complete.

Present occupation

Men... In the 95 families interviewed there were 18 with no man in the family either due to death or separation or the mother being unmarried. In 5 families no information in this area was given. Present occupation of those giving information was shown as follows:

Under 40

heavy equipment...1
farm labor...5 (at varying prices)
unemployed...6
mining...2
driving tractor...3
building houses...1
welfare...1
irrigating...1
jail...1
masonry...1
rancher...1
cattle...1
property and supply clerk...1
police...1

40 to 60

farmer...1 (has 40 acres and cattle)
cotton...2
welfare...4
jail...1
farm labor...4
self employed...2
patient in hospital...2
councilman...1
irrigation...2
heavy equipment...1
cook...1 ($150 month) army
cleaning ditches...1
building house...1

Over 60

unemployed...2
OAA...1
welfare...1
farm...1
social security...1
irrigation...2

Occupation for women was given as follows in the same age groups as above:

baskets...9
social security...1
welfare...1

cotton...1
baskets...11
quilts...2
rugs and pottery...1

OAA...3

Pay for farm labor varied from $6 to $8 per day as reported, the usual amount being $7. Farm labor is differentiated in the reports from either work in the cotton fields or use of heavy duty equipment and will be consistently reported separately. The payment for irrigation is $1.10 per hour or $7 per day. Masonry was at $1 per hour.

Mention was made in some instances of receiving surplus commodities but no systematic information was secured on this point.

There was dissatisfaction expressed again and again at the prices paid for baskets, there being the feeling that in many instances unfair advantage was being taken.

Work Training

In the 72 families on which information on work was secured there were 14 men and 10 women who told of having some work training. All others gave "none" as their reply to the question of the work training they had had. Of the 14 men telling of some work training three only were in the 40 to 60 age group. All others were in the under 40 group.

The work training for the men was given as follows:

Heavy duty equipment...3
Electrician...1
Furniture repair...1
Hotel service...1
Typing...3
Cook...1
Mechanics...1
Masonry...1
Police...1
Assembling auto parts...1

In the case of furniture repair given as present occupation and as a field where there had been work training it is not clear to what extent it is being carried on as gainful occupation. It may be noted that of the 3 with typing work training none are reported to be using that as present occupation.

The ten women reporting work training list it as follows:

Waitress...1
Domestic service...3
Laboratory suturing...1
Beautician...1
Typing clerk...3
Sewing...1

It is interesting that none listed basket making under work training, particularly since this is a source of livelihood for a considerable number. Presumably this is something learned from childhood from parents or grandparents and taken for granted.

Work Experience

In considering the figures and listing below on work experience it should be understood that in a number of instances one person might tell of work experience in two or three areas. For the men the work experience is as follows:

Under 40

heavy equipment...2
farm labor...8
irrigation...2
cotton...6
Goodwill Industries in Phoenix...1
typing...1
cowboy...1
marines...1 (8 yrs)
masonry...1
police BIA...1
forest ranger...1
bar tender...1
store man...1

40-60

cotton...5
farm labor...13
cattle (own)...1
irrigation...6
mining...1
army...1
Tribal Council...1
cook...1
heavy equipment...1

Over 60

cotton...1
blacksmith...1
heavy equipment...1
building houses...1

Women's work experience is listed below in the same age groupings:

baskets...1
clerk store...1
laboratory in LA...1
nurse's aid...1
rugs...1
domestic...4
hotel maid...1
waitress...1

cotton...9
farm...3
asst. cook...1
baskets...2
rugs...1
quilts...1
domestic...1

baskets...1
domestic...1

Comments

In reply to the question asked of all those interviewed (see card 3, pages 4-6) "Would you rather live on the reservation or off?" all but 4 said "On." Of the 4 who did not so reply 1 gave the reason, "There is no water here." One said, "I do not make baskets and could get more work off." Two said, "I would rather live here but will go anywhere I can get work."

Some of the replies of those answering "on" without any reservations are both interesting and significant for planning. Such replies include, "I have lived here all my life. It is my home." "We've got everything, water, climate, space, why go anywhere else?" "It's our home. We get poor prices for our baskets because they know we need the money but it's our home." As one reads the comments reiterating feelings such as these one is impressed with the need for ways of making a living on the reservation where the people have lived and feel at home. As one reads the reports one catches the feeling of their being settled in their culture and while changes will come and are coming to modify it still it is basic to their sense of security. It suggests planning within that framework.

Suggestions

While there were many who had no suggestions for programs that might be developed that would be useful there were those who did. The ones that relate to an adult education program as such have been discussed in the preceding section. Here we give those that have to do with work and the making of a living.

The suggestions from those in this district follow:

"Why couldn't we plant cotton on the reservation and not have to go off to work in it?"

"Would like to learn more sewing and cooking so I could sew for other people."

"If something could be done about water it would help. We have to pay a dollar a barrel to have it hauled. If we had some we could raise squash and corn and beans and make some of our eating that way."

"Our young people would benefit if we could have training in farming and in leathercraft."

"I would like to see a machine shop with power machines for the girls to learn to operate."

"I would like to see an educated farmer come in to help us with farm projects."

"I didn't know we couldn't have cattle in two districts. We ought to be told things like that and I'd like to see some way we could do it."

"It would be a good thing if we could have carpentry, wood work, and metals."

Hickiwan District

Reference again to Table 2 shows 54 families giving information to the survey assistants, this being 88.5% of the total of 61 families said to live in the district. This is a significant representation which suggests that the information on occupation, work training, and work experience as described here can be taken as typical for the district.

Of the 54 families interviewed no information is available for 2 families leaving 52 covered by the listings given below.

Present Occupation

Men... In 13 homes of those covered by the survey there is no man in the family due either to death, separation, or the fact that the mother is unmarried.

The occupations of the remaining 39 men are given below by age groups:

Under 40	40-60	Over 60
Unemployed...8	Welfare, social security...4	Social security...1
supply wood to families...1	pick lettuce...1	Old Age assistance...3
care for cattle of cattlemen...1	unemployed...7	Council...1
welfare...1	cattlemen...4	cares for son's cattle and makes cheese...1
pick lettuce...1	farm...1	
irrigation...1	range aid...1	
army...1	supported by father who gets OAA	

It may be noticed that none of those reporting in this district tell of work in the cotton fields or of operating heavy duty equipment, both of which figured in the report of the previous district. Some may be thus occupied but none of those interviewed were.

Women... In the under 40 group 11 make baskets for sale, 3 get welfare or social security, 1 has cattle of her own, 1 works as a bar maid two days a week in Ajo for which she gets $8 per day.

In the 40 to 60 group 4 get some form of welfare assistance, 7 make baskets and 2 of these also pottery.

Of those over 60 1 makes baskets, 1 gets old age assistance, and 1 gathers yucca to sell.

All others devote their time to their homes. It should be understood in considering these figures that basket making for some seems to be their main means of support and for others a supplement to what the man of the family makes. In several instances the welfare support mentioned is given to persons caring for their grandchildren, either as legally appointed guardian or because of the death of parents one or both, or when an unmarried daughter has gone away to work and left the child or children.

Work Training

With the men the answer to the question concerning work training is "None" with the following exceptions. One man in the 40 to 60 age group told of training as cook's helper and painter; another as electrician; another in farm work; and another in driving a tractor. One in the over 60 group told of training in carpentry. None in the under 40 group told of any work training.

Among the women 1 told of training in domestic service; 1 in typing; 1 in practical nursing. All of these are in the under 40 group, in fact all are under 30.

Work Experience

For the men the work experience given falls into the following groupings:

Under 40	40-60	Over 60
Irrigation...3	Irrigation...3	Irrigation...4
heavy equipment...3	cotton...1	fencing...1
cotton...6	farm labor...7	farm labor...3
driving school bus...1	heavy equipment...1	miner...1
mining...1	mining...2	farming for self...1
	baskets...4	railroad...1
		range aid...1
		baskets...3

One of those in the over 60 group listing farm labor as work experience told of doing it for thirty years, and the one listing mining worked at that for 31 years.

There is overlapping in these listings since one person may have told of two or three types of experience.

In giving the listing of the work experience of the women the making of baskets has not been included by some who are even now doing it as an occupation. Making baskets apparently is something that, if they do it at all, is such a part of their daily living that they take it for granted.

In the under 40 group 6 women told of picking cotton as work experience. Three had been domestics, 1 did sewing for others, 1 made paper flowers for sale.

In the 40 to 60 group, 1 listed picking cotton, 2 gave domestic service, and 1 cleaned for the teachers when the school was in the village.

In the over 60 group none gave work experience except 1 who said, "Housework all my life and I am still doing it," referring to her occupation as homemaker.

Comments

In speaking to the survey assistants of their suggestions for what it might be useful to do by way of programming, a father of three speaks for "some kind of training for farming, and for some kind of work on the reservation so our kids as they grow up won't have to go away." Another spoke of his interest in "anything that will help us make a living." Still another said, "We are not lazy. If we had irrigation we could raise our own feed for cattle but we know that then the white people would take away our land." This same man urged that there "be something so our people can learn about our tribe and our cultural background." Another said, "The big problem for the Papagos is employment."

Three women told of their interest in learning to sew but others spoke only of what they hoped there might be for their children and this will be discussed in a later section.

The preference for living on the reservation is unanimous. One man in his late sixties told of having lived off the reservation for several years on account of work but is back to stay "for this is home." Another said they had liked living off the reservation because he could make a living that way but "this is my home." A young unmarried mother said she likes it here, "It is nice and warm but I'd go away if I could get work."

Pisinimo District

In this district (see Table 2) there were 28 families interviewed or 71.0% of the total 39 listed as living in the district. Of these 1 failed to give information on present occupation, work training and work experience.

Present Occupation

Men... In 8 of the 28 families interviewed there is no man in the family leaving 19 giving the information requested.

Of those in the under 40 group 5 told of being unemployed; 2 on welfare; 1 a store keeper at $7 per day; 1 a cattle truck driver.

In the 40 to 60 group 2 are unemployed; 1 on welfare; 1 works for a cattleman; and 2 have their own cattle.

Of those over 60 one is Councilman, and 1 works for the Tribe at labor for $2 an hour.

Women... One woman tells of working outside the home as clerk in the store; 4 mention making baskets. All others give no occupation other than homemaking. It is interesting that usually they do not list this as an occupation but say merely that they have none even though there may be several children.

Work Training

In the matter of work training 4 men and 3 women tell of such training. For all others the answer is "None." Of the men one had training in welding; 1 in police work; 1 in plumbing, these all being in the under 40 group. One man in the over 60 group tells of training in making ropes and in explosives in N. Mex.

Of the women 2 tell of training in sewing and 1 of kindergarten teaching. All are in the under 40 group. The one who told of training for kindergarten had finished high school, wanted to go on to college but was discouraged in doing so, so gathered together a group of four and five-year-old children and had a group experience for them in which she tells about their learning words, etc. Her training would not commonly be accepted as kindergarten training.

Work Experience

Men... In the under 40 group experience is told as follows: police 1; truck driver 1; upholstery 1; typing 1; janitor 1; irrigation 2; farming 1; cotton picking 5; dish washer 1; store 1; raising beans 1.

In the 40 to 60 group there were 4 who told of picking cotton; 1 worked as a cook at $45 a month; 1 as bus driver; 3 at farm labor.

In the over 60 group 1 drove a mule team; 1 tended livestock; 1 was a miner.

Women... In the under 40 group there were 6 who listed work in the cotton fields in their work experience; typing 1; store clerk 1; housework 2; baskets 1; dish out girl (Chicago) 1; and kindergarten teacher 1. This latter was the young woman who gathered together a group and worked with them but had no training that would qualify her for teaching though apparently she gave the children a good experience in being in a group.

Comments

Here as in the districts already reported the desire to live on the reservation is practically unanimous. Two young men in their twenties said they prefer the reservation but would go anywhere for work. One said he wants to work but would rather do it on the reservation. At present he is unemployed.

With reference to suggestions one man said he had heard something about training for use of heavy equipment then nothing came of it but he wished there could be such training. He is in his late twenties and unemployed. No others had any specific suggestions.

Gu Achi District

Here there are said to be 93 families in the district. Of these 59 or 63.4% were interviewed by the survey assistants. Information is not available for two of these.

Present Occupation

Men... In 11 of the 59 homes there is no man in the family. Present occupation of the others is given as follows:

Under 40

- unemployed...4
- farm labor...4
- foreman farm labor...1
- cattleman...1
- clinic bus driver...1
- janitor...1
  - also on district council
- round up...1
- BIA maintenance...1
- Auxiliary police...1

40-60

- unemployed...6
- social security...1
- care of horses...1
- electrician for Trico...1
  - $180 every 2 weeks
- farm labor...4
  - at $7.50 per day
- round up...2
- self employed...1
- school bus driver...1
  - (also on district council)
- picking lettuce...1
  - also road work and cotton
- driving tractor...2
- driving cattle truck...1
  - at $10 per day
- for cattleman at round up...1

Over 60

- welfare...2
- social security...1
- unemployed...2
- farm labor...1
  - at $10 per day
- round up foreman..1

Women... Present occupations are listed as follows:

Under 40	40-60	Over 60
Baskets...8	baskets...7	baskets...1
baby sits and irons for mission lady...1	ADC...1	baby sitting...1
cook's helper...1	cook...1 for 8 years	
welfare...2	rugs...1	
interpreter...1		
baby sits...1 for $15 a week		
hospital...1		
on this survey...1		

Work Training

Given as follows:

Men...

Under 40	40-60	Over 60
care of cattle...1	irrigation...1	
mechanics aid...1	operate caterpillar...1	
welding...2	heavy equipment...1	
printing...1	electrician...1	

Women...

nurse's aid...1		cotton...2
practical nursing...1		
domestic...1		

Work Experience

Men...

cotton...6	irrigation...2	
heavy equipment...3	cotton...7	none listed
mining...2	tractor...1	
electronics...1	farm labor...2	
cattle...1	ranch work...1	
farm labor...4	mine...2	
mechanic aid...1	road...3	
irrigation...1	round up...1 own cattle	
ranch...1	heavy equipment...1	
electronics...1		

Women...

cotton...5
domestic...3
radio...1
baby sitting...2
ironing...1
dormitory attendant...1
practical nursing...1
nurse's aid...1
toy factory...1
In Calif.
waitress...1

cotton...4
domestic...1
machine operator...1

none listed.

Comments

In reply to the question of preference for living on the reservation or off there was a unanimous reply "on." There was no dissenting voice.

In the matter of suggestions for programs for the villages that would be helpful one man suggested that the Papagos should be trained for work in the mines. Another spoke for training for police and for training in farming of any kind. This man who went through the 8th grade said, "I used to think I knew enough to get along but I don't." Another said, "If there was work on the reservation we would not have to move so often." One suggested that there should be farming to provide grass for the cattle. Another would like the opportunity to learn carpentry. One, a father of 3 says he goes off the reservation to work alone because he wants his children to be in school regularly and to have what they need so he has to go where he can get work. Another would like to see training for use of heavy equipment, masonry, and leather craft. Still another suggested that an assembly factory would be a good idea. A young man would like to have barber work on the reservation. Several asked why cotton could not be grown right here.

Shuk Toak

In the Shuk Toak district it is said there are 49 families. Of this number 29 were interviewed making 59.2% of the total. No information for two of these.

Present Occupation

Men... In 4 of the 29 families there is no man in the family.

Under 40

cowboy...1
cattleman...2
rancher...1
part time deputy...1
$2.5 per hr.
Kitt Peak...1
general labor...1
truck driver, Kitt Peak...1
$80 per wk.
self employed...1
APW
roofs...1
fire fighter...1

40-60

unemployed...1
self employed...1
rancher...1
Kitt Peak...1
$40 per wk.
Ambulance...1
Bus driver...1

Over 60

Old age assistance...3
unemployed...1
welfare...1

It is interesting to note that this is the first district in which none in the under 40 group are reported as unemployed.

Women... In the under 40 group of women 6 make baskets, 1 receives support from a separated husband, 1 gets ADC.

In the 40 to 60 group 1 gets social security, 1 gets ADC, and 6 make baskets. In the over 60 group 1 makes baskets.

Work Training

Work training is indicated as "none" except for 2 men and 1 woman. One of the men is in the under 40 group (in his twenties) and his training is for fire fighting, for welding, and use of heavy equipment. The other who is in the 40 to 60 group has had training in carpentry. The woman, who is in the 40 to 60 group lists training in cooking. There is no indication whether this is training aside from that that comes from experience in homemaking.

In the matter of training 5 men in the under 40 group tell of training, 1 in care of cattle, 1 as mechanics aid, 2 in welding, and 1 in printing.

Of the 40 to 60 group of men there are 4 listing training, 1 in irrigation and cultivation, 2 in use of heavy equipment, and 1 as electrician.

None in the over 60 group list any work training.

Among the women 3 show some training, all in the under 40 group. One tells of training as nurse's aid, 1 in practical nursing, 1 as domestic.

Work Experience

Men...

Under 40

cotton...6
heavy equipment...3
mining...2
electronics...2
cattle...1
farm labor...4
mechanics aid...1
irrigation...1
ranch work...1

40-60

irrigation...2
cotton...7
tractor...1
farm labor...2
ranch work...1
mine...2
road construction...3
round up...1
(own cattle)
heavy equipment...1

Over 60

heavy equipment...1
cotton...2
cowboy...1

One may wonder at the fewness of replies for the over 60 group in the matter of work experience. There were fewer in this group in the first place covered by the interviews. In addition they often did not recount their work experiences and this information is a blank on the records.

Women... Most of the work experience of the women is listed for the group under 40. This includes the following:

- cotton...5
- ironing...1
- nurse's aid...1
- baskets...3
- domestic...3
- dormitory attendant...1
- toy factory and waitress for the same person.
- baskets...3
- baby sitting...1
- practical nursing..1
- baskets...2

In the 40 to 60 group of women 1 told of being a domestic, 4 working in cotton fields, and 1 as machine operator in Los Angeles.

A number of women spoke of basket making as work experience and it might properly be listed as such except that there is no uniformity in the reporting on this. It may be noted, however, that in present occupation basket making figures largely, more in some districts than in others.

As to preference for living on the reservation or off, both for men and women, the answer is uniformly "On." No one in this district expressed the wish to live elsewhere.

Comments

Suggestions were given as follows:

A man in the under 40 group who has worked both off and on the reservation wishes that there could be training for farming of any kind, also for police work.

Another said, "If there was work here we would not have to move so often."

Another suggests working out farming grass for feeding cattle.

One tells of going off the reservation to work and having to be away from his family when he would rather be home but he wants to keep the children in school. He suggests training for carpentry.

Another suggests training for farming and some kind of an assembly factory. He went to Sherman after he was 14 for two years.

Several suggested training in the use of heavy equipment but said that "probably any hope for any of this is just one more of those things that don't happen."

Two wondered why cotton could not be raised on the reservation. One would like to see barbershop work taught, also car repair, and garage work, besides carpentry.

Over and again suggestions were followed with comments to the effect that this is all probably something that will not happen.

Sells

In this district there are approximately 149 families it is said. Of this number 102 were interviewed, or 68.4%. There will, however, be some discrepancy in the figures due to the fact that in the village of Sells itself information in this area of work was secured only on employment and not on work training or work experience.

Of the 29 families interviewed outside of Sells there were 2 for whom information is not given.

Present Occupation

This includes the village of Sells.

Men.... There are 17 of the families interviewed in which there is no man in the family. Since, in the village of Sells the ages of the parents or other adults were not taken the listing of occupations for Sells and for the other villages will be given separately.

Village of Sells

Here there are 19 men listed as unemployed. There are 10 listed as employed but the employment is not specified. The remainder is as follows:

Tribe...3
PHS...3
police...2
self employed...1
Kitt Peak...3
BIA...2
Highway Dept...1
Public School...1

Of the women 4 are employed at PHS; 1 in the public school; 1 as part time houseworker; 1 as a domestic off the reservation.

Comments on preference for living off or on the reservation are given here for the village of Sells. The vast majority prefer living on the reservation, several with the qualification "If there is work." There were, however, 6 who would prefer to live off the reservation, 3 expressing preference for Tucson.

The remainder of this section will report on the villages in the district outside of Sells, though the few from that village where full information is available are included.

Present Occupation

Men...

Under 40
Tribe...1
unemployed...3
mine...1
bus driver public school...1
patient in hospital..1
round up...1
welfare...1

40-60
farming...1 "when it rains"
makes adobe...1
own cattle...1
farm labor...2
District council...1
welfare...2
social security...1

Over 60
OAA...1

Women...

welfare...1		
baskets...6		
one said since I was four.	baskets...2	baskets...2
		OAA...1

Work Training

The only persons reporting work training are one man in the under 40 group who had training as a painter; and four women in the under 40 group. One of these has had training as PBX operator and typist; one in typing; one as nurse's aid, and one in sewing.

Work Experience

Men...

Under 40	40-60	Over 60
heavy equipment...3	Chief of police...1	cotton...1
tractor...1	cattleman...2	
painting...1	rancher...1	
irrigate...1	farm labor...2	
janitor...1	mining...2	
appliance repair...1	tractor...2	
rancher...1	irrigate...3	
farm labor...3	cotton...1	
cotton...1		

Women...

file clerk...1	domestic...2	laundry...1
typist...1	sewing...1	
seamstress...1	cotton...1	
domestic...2	baskets...2	
cotton...1		
baskets...2		

Comments

Preference for living on or off the reservation is almost unanimous. Only one dissenting voice was raised and no reason given. No suggestions were offered for possible programs.

Work Experience

Men...

Under 40

cotton...6
janitor...2
ranching...1
yard work...2
farm labor...2
round up...1
irrigation...2
heavy equipment...2
air conditioning...1

40-60

road work...1
irrigation...2
farm labor...3
cotton...1
bus driver...1
  for 20 years

Over 60

cotton...2
irrigation...1

Women...

Under 40

cotton...4
cooking...2
  one at Haskell
domestic...1
baskets...2

40-60

sewing...1
cotton...2
laundry...1
general work...1
baskets...1

Over 60

cotton...2

Again and again those in the over 60 group answered "none" when asked what their work experience had been. Perhaps it is that they take work around the reservation for granted unless it is of such specific nature as road work or something of the kind. No explanation is given of this reply of "none."

Comments

With only 4 exceptions all spoke for living on the reservation. One a man in his late twenties said, "Anywhere where there is work." The other, a woman in her late thirties, said "It doesn't matter. I'll go along with him."

In this district the records show no suggestions offered for any kind of planning or program for the help of the people.

Gu Vo

Of the 34 families said to be living in this district 38.2% or 13 were interviewed by the survey assistants. Of these 1 failed to give information on occupation, training, and experience.

Present Occupation

Men... In 2 families the father is deceased and in 1 the mother is unmarried.

In the under 40 group 4 are unemployed, 1 is a cowboy in Mexico, 1 is occupied with ranching and is a councilman. In the 40 to 60 group 1 is a laborer and cowboy and 3 are self employed with the nature of the work not given. None in the over 60 group were included in the interviews.

Women... In the under 40 group 1 woman makes baskets. In the 40 to 60 group 2 make baskets and 2 receive some form of welfare.

Work Training

In the entire group including both men and women of all ages 1 only gives account of any work training. This is a woman and the training is for general domestic service.

Work Experience

For the men includes, in the under 40 group, cotton picking for 2, cattle for 2, and farming for 1. In the 40 to 60 group there is irrigation and cotton for 2 and farm labor for 1, and the reply of none for the others.

For the women in the group under 40, two tell of work in cotton fields, 1 in a nursery in California for 3 years. In the 40 to 60 group 1 lists basket making, 2 cotton and 1 of these also the making of tamales.

Comments

One of the men, under 40, said he would like to see training for councilmen and would like to have such training. Another man, just 40 and father of five, would like "any kind of adult education." He went as far as the 4th grade and because he knew some reading and writing was told he could not join the literacy classes. One only prefers living off the reservation. No reason given.

Chukut-Kuk

In this district there are said to be 29 families and of these 16 or 55.0% were interviewed. Information in the work area was given for all of these.

Present Occupation

Men... In 1 home there is no man in the family.

The occupations for the men in the under 40 age group are, self ranching 1, farm labor 2, and 1 works for a brother who has a ranch. One is unemployed.

In the 40 to 60 group the listing follows: tractor operator 1, cattleman 2, rancher 1 (hires help), livestock and making wire baskets 1, welfare 1, and unemployed 1.

Of those over 60 one has cattle and 1 lists insurance as his source of employment. It is not clear whether this may be the selling of insurance though this seems unlikely, or the use of an insurance policy, or some form of welfare.

Women... Only 1 woman gives any reply to the question of occupation other than housewife. This one tells of receiving ADC for grandchildren in her care.

Work Training

For the men includes body fender work 1, diesel mechanics 1, both in the under 40 group. In the 40 to 60 group 1 had carpentry training and 1 blacksmithing. In the over 60 group was 1 with training as repairman.

No women tell of any work training.

Work Experience

Men...

Under 40

body fender...1
cowboy and irrigation...1
farm labor...1
mechanics...1

40-60

cotton...1
cattleman...1
ice plant...1 (3 years)
rancher...1
miner...1 (15 yrs.)
round up, irrigation and railroad...1
farm labor...1

Over 60

miner...1 (17 yrs.)

For the women, work experience included for the group under 40, domestic service for 2, cotton 1, sewing 1, laundry in a Children's Home 1. For the group 40 to 60 there was cotton for 2, sewing 1, domestic service 1, and quilt making 1.

It is to be noted that no mention is made in any of the accounts in this district of women making baskets.

Comments

Two told of wishing that the matter of water could be worked out with more wells. There was the complaint that the village chief would not let water be used when one had more livestock than others. One suggested something be done for range improvement.

The preference for living on the reservation was unanimous, though one said he would go anywhere for work.

Baboquivari

In this district there are said to be 107 families. Of these 83 were interviewed or 77.5%. All but 1 gave all or some portion of the requested information in the work area.

Present Occupation

Men.. In 23 homes there is no man in the family. As explained before this is due to death, separation, or the fact that the mother is unmarried.

Occupations for the men as of the time of the interviews were as follows:

Under 40

unemployed...5
cook for cowboys...1
round up...1
gathers wood to sell..1
 ($8 per cord)
rancher...4
district council...1
farming...1
bus driver...1
Am. Smelting and
 Refinery...1
labor at mission...1
Forestry, BIA...1
Tribe...1
BIA roads...1
social security...1

40-60

cuts barley...1
cattleman...1
works for cattleman...1
gathers wood to sell...2
rancher...4
farmer...2
range aid BIA...1
store...1
plasterer...1
cuts hair...1
school bus driver...1
tap operator at
 Safeway...1
farm labor...1
unemployed...5

Over 60

welfare...2
OAA...6
store clerk...1
social security...1
labor...2
bus driver...1
disability...1
rancher...1
farmer...1
mechanic for mission...1
self employed when any
 work to be had...1
cattleman...1
unemployed...1

Occupations for the women are as follows:

baskets...4
Social Worker's aid..1
Beauty Shop owner...1
domestic...1
welfare...1

baskets...5
domestic...2
welfare...2
chief cook at mission...1
sells pop at home...1
quilts, rugs, flowers...1
sells lolita...1
works for families...1

OAA...5
laundry at mission...1
aid for disabled...1
baskets and quilts...1

Work Training

Men...

Under 40

plastering...1
agriculture...1
military police...1
diesel engineering...1
printing...1
heavy equipment...2

40-60

arts and crafts...1
electrician...2
brick making...1
Boys' advisor...1

Over 60

ranching...1
painting...1
masonry...1
plastering...1
mechanics...1
building adobe houses..2

Women...

beauty school...2
business school...1
power machine operator...1
nurse's aid...1
typing...1
domestic...1

dining room and
 laundry work...1
domestic...1
flower making...1
sewing...1

housework...1
cachestistor...1

Work Experience

Men...

Under 40

farm...1
cotton...4
yard work...2
cattle...1
ranching...2
farm labor...1
auto upholstering...1
gas station attendant...1
mine..cable man...1
agriculture...1
foundry metals...1
railroad, laying steel...1
lumber...1
police chief...1
railroad, maintenance...1
driving tractor...1
road work...1
kitchen helper...1
Boys' advisor...1

40-60

cotton...2
farm labor...2
drafts...1
round up...1
driving tractor...2
irrigation...2
cattle...1
plastering...1
building adobe...1
mining...4
landscaping...1
mechanics helper...1
construction labor...1
roads...1
truck driving...1

Over 60

mining...2
police...1
making adobe...1
orange groves...1
bus driver...1
ranching...2
stone mason...1
masonry...1 (10 yrs.)

Women...

cotton...2
domestic...4
Tribe secretary...1
interpreter PHS...1
beauty operator...1
telephone operator...1
baskets...2
waitress...1
clerk...1
nurse's aid...1

cotton...4
domestic...11
waitress...1
baskets...2
clerk...1
cooking...1
quilts...1
farm...1

cotton...1
domestic...4 (one for 50 yrs.)
lay teacher...1
baskets...2

Comments

Of the total number all prefer to live on the reservation with the exception of 8. Three give no reason for preferring to live off. One couple under 40 said "no jobs here." Another both husband and wife in early twenties say "There is more chance for work off and we want more schooling." One had gone to the 11th grade, the other graduated from high school. One under 40 prefers Mexico.

One of those preferring to stay on the reservation said, "We manage somehow to live and this is our home." Probably he spoke for many.

In commenting on what kind of programs might be useful a man and wife both in their seventies said, "Anything for the good of the village interests us but why didn't the council tell us to be thinking about it so we would have something to say?" Here is a hint for return visits to the villages to follow up on the interest perhaps brought to light in the first visit. To many the idea that they could suggest programs seemed to be new and there was often spoken skepticism about suggestions being genuinely wanted or at least skepticism about anything coming out of them.

Gila Bend

In Gila Bend 13 of the 25 families of the village or 52% were interviewed. This is exclusive of the families living as squatters on railroad property. This area was not visited due to limited time.

In 5 families no information was given concerning occupation, work training or work experience.

Present Occupation

Men... In 3 families there is no man in the family.

Of the others present occupation is given as follows: in the under 40 group, driving tractor 1 at $7 per day; farm work 1, at $7 per day; service station attendant 1; foreman on farm 1.

In the 40 to 60 group 1 works on a farm at $7 per day and 1 is unemployed. In the over 60 group 1 works on a farm and 1 is on the tribal council.

Women... One woman under 40 reports welfare for three children (unmarried), 1 in the 40 to 60 group makes baskets, and 1 in the over 60 group is on welfare.

Work Training

For both men and women is entirely lacking according to the reports.

Work Experience

Seems also almost lacking. Two men under 40 tell of driving a tractor, and 1 in the 40 to 60 group worked in the mines at Ajo.

Among the women only 1 told of work experience, this one as hotel maid, and she is in the under 40 group.

Comments

Of the 13 individuals who expressed any preference for living on the reservation or off, 5 said on and 8 said off, no reasons given. The only comment concerning a possible program in the village was "Adult education lied to us and this is probably just another."

Here, in this village, one catches a feeling of general hopelessness and apathy indicating that the first step in any program is the arousing of some interest and some confidence.

San Xavier

Of the 60 families said to live in San Xavier 46 or 76.6% were interviewed. Of these 2 gave no information in the work area.

Present Occupation

Men... In 12 families there is no man in the family.

Under 40	40-60	Over 60
unemployed...3	landscaping...1	welfare...1
American Smelting...2	school bus driver...1	land lease...1
powder man at mine...1	mine...1	gardener, district council...1
truck driver at mine...1	land lease...2	San X. farms, lease money for water...1
mine, $2.85 hr...1	rancher...1 (plants own hay)	
diamond cutter...1	janitor at hospital...1	
mechanic...1	hauls wood...1	
irrigation...1 at $7 day	social security...1	
self employed, gardener...2	unemployed...1	
construction...1		
land lease...1		
yard work...1		
policeman...1		
in jail...1		
nursery in Tucson...1		

Women...

ADC...2--one for 7 children	housework...3	OAA...3
housework...6 (some at $1 day, some $1.50, one $ week.)	baskets...3	domestic...1
welfare...1	land lease...3	nurse's aid...1
rugs, quilts, sewing...1	welfare...1	
	social security...1	
	interpreter...1	
	ADC...1	
	nurse's aid...1 (for ten years)	

Work Training

For the men work training includes, in the under 40 group, painting for 2; aircraft mechanics 1; welding 2; carpentry 1; Bible School 1. For those 40 to 60 only 1 lists training and this is in landscaping. One man over 60 tells of training in plumbing.

For the women 2 in the under 40 group tell of training for sewing and 1 for cooking. In the 40 to 60 group 1 had training for housekeeping and 1 for typing. No one in the over 60 group told of work training.

Work Experience

Men...

Under 40

yard work...2
trailer court...1
laborer...1
mining...4
aircraft...1
farming...2
farm labor...4
welding...2
construction...1
irrigation...3
driving tractor...4
mechanic...1
truck driver...1
garden...1
nursery assistant...1

40-60

brick layer...2
mining...1
build houses...1
ambulance driver...1
garden...1
cement...1
cotton...3

Over 60

asst. adv. at Phx.
irrigation...2
drive tractor...2
cotton...1
* farming...1

* has own fields and plants cover beans, very active in tribe.

Women...

housework...10
cotton...3
power machine operator...1

domestic...3
housework...1
nurse's aid...1
cotton...1

cotton...2
baskets...1

Comments

Here again the majority want to live on the reservation though there are several who qualify the preference with "if we can get work." There were 4 who preferred living off and one of these specified "way off" but giving no reason therefor.

One man of 67 specified emphatically "I want to live right here where I own property." This man suggests that a shirt factory that would employ a number of persons would be a good idea.

One would like to see something that would clean up the village, teach hygiene, give training to mothers, and suggests forming an Alcohol Anonymous group, establishing a laundromat, and doing something to improve health conditions.

Another suggested a sewing factory that would employ women. Another said, "There is not enough work to take care of a family and I would like to see more to do."

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As one considers the information revealed in the listings of this section on occupations, work training, and work experiences there are facts that have immediate bearing on planning for community action programs on the reservation.

Table 8 below shows the number of men and women in the three age groups as reported to the survey assistants. Not all adults are included for there were some who did not know their ages and some for whom ages were not given. However, there are a sufficient number here indicated to bring out some needs which should be considered in planning.

Table 8

Showing the number of men and of
women in three age groups who
reported on their ages.

Men			Women		
Under 40	40-60	Over 60	Under 40	40-60	Over 60
151	146	49	209	187	40
	Total 346			Total 436	
		Total men and women 782			

Notice that of the 782 total there are 436 women as compared to 346 men. This is 55.8% of the total. This means that in any planning of an educational program of whatever sort whether in work training or in other areas or in planning to provide work opportunities there must be consideration for women.

Examination of the listings will show that the women are predominantly in the home. Whether this is from choice or necessity due to lack of any outside opportunity for work there is no way of knowing from the survey. It does indicate that the details of homemaking, as indicated in a previous section, must be considered.

In reporting on their present work, other than that of housewife, there were 98 women who told of making baskets to sell. Comments on this occupation have been left to mention at the end of the section to give special emphasis to an apparent need. Again and again there was the complaint that the prices paid were inadequate. Often there was complaint of what the women felt amounted to exploitation. One said "They know we need groceries and have to have the money so they make us take what they offer." Baskets often brought only one dollar, according to the accounts. Again and again they spoke of wishing that something could be done to insure a fair price. Here is an area which it might be useful to give some thought to as to steps that might be taken to protect the industry, for industry it is in its way, an industry in which a fourth of the women covered by the survey are engaged. In many instances it apparently supplies much if not all of the family's ready cash.

Table 9 shows the summary of the replies concerning preference for living on or off the reservation.

Table 9

Showing the number of persons expressing preference for living on or off the reservation

District	Total Replies	Preference for on	Preference for off
1. Sif Oidak	115	111	4
2. Hickiwan	74	74	0
3. Pisinimo	30	30	0
4. Gu Achi	76	76	0
5. Shuk Toak	43	43	0
6. Sells	98	94	4
7. Gu Vo	10	9	1
8. Chukut Kuk	23	23	0
9. Baboquivari	126	118	8
10. Gila Bend	13	5	8
11. San Xavier	73	69	4
	681	652	29

Reasons given by the relatively few who prefer living off the reservation, when such reasons were given, have been recounted in the appropriate district account.

The preponderance of preference for living on the reservation is of the greatest significance. Together with the facts shown in the listings it gives some indication of the depths to which the roots of the living go. Over and over people said "This is my home" as if that were all the explanation needed of their reply as to their preference. The fact that this reply was given almost with unanimity in face of lack of work and often of pretty barren living conditions shows that work must come to the people if they are to work. This is of the utmost significance in considering community action programs.

What shall the work be? is the question. This is something which must be considered in light of the account that has been given showing the findings of the survey in the matter of education and of the work training and experience. Examination of the listings in this section on work shows that by and large all employment is in the unskilled or semi-skilled category. Training, such as there has been, is limited and in the same categories.

Lay the account of training along side the account of education and one finds that most of it has been the vocational training given in the schools such as the Phoenix Indian, Sherman, Stewart, etc. So far as it goes this can be taken as useful training but not sufficient, usually, to put the person in the skilled classification as jobs go. This in no way belittles the training there has been. It only points out that this is the point at which one must begin planning for those who have had any training at all and it must be remembered that the high percentage have had none except such as they get on the job. Further, even for those who have had some training there is often little opportunity to put it to work. All of this is pertinent to working with the people in the villages on their planning and in considering the overall possibilities for the reservation.

The constantly reiterated mention of desire for work that runs through the records of the interviews shows a fine starting point of interest. (See Chapter Nine - Recommendations - for suggestions for fulfilling the needs indicated by the survey.)

CHAPTER SEVEN

The Children

Table 10 shows the count of children by districts in four age groups as covered by this survey. It should be kept in mind in considering these figures that no claim is made that this is the total number of children in the various districts or in any one age group. It is not. These figures give only the number in the families covered by this survey. Since this represents approximately 70% of the families on the reservation the figures can be taken as an estimate of the number in the various age groups. The significant point is that there are enough in each age group to point to the need for planning with all ages of children in mind.

Under four

Notice that in the under four years group there were 356 children counted in the survey. This group includes infants and the children two and three years of age. This is the age period when speech patterns are being formed. It is the age when the basic fundamental health habits are being established, the age when it is essential that parents know what those basic fundamentals should be. It may be recalled that it was the large number of children found in this group in Sells and Santa Rosa and the interest of the parents in knowing all they could about caring for them that first suggested the Community PARENT-CHILD proposal that was one of the first to be made asking for funds. Further it may be recalled that it was realized that the mothers could not come for a program for themselves without bringing these young children with them and general interest was found in some program for themselves. This again suggested the planning that led to the Community PARENT-CHILD PROPOSAL that would include them and their children.

The comments of parents with children in this age group on the rest of the reservation, as indicated in the records made by the survey assistants, point to the general interest in some sort of program of this type. This should be taken into account in taking the next steps in the community action programs.

Four and five

The next age group, the fours and fives, includes the children who will be coming to school in another year or two years. These are the ages when the speech patterns begun in the earlier years become more firmly set. If there has been the learning of English and then the use of it, if there has been opportunity to use it, it becomes more easily habitual. If not, then the use of Papago without the English becomes more the habit and the children come to school where it is necessary that they speak and understand English with little or no understanding of it. This directly affects all of their school work.

This holds immediate implications for planning for this age group. In doing such planning it should be remembered that the learning of English involves much more than mere learning of words to speak. If it is to be functional it involves learning the meaning of the words in the sense of understanding them. That means the learning of something of the culture which the words represent. This suggests the need for experiences which bring that culture into the children's grasp. This is a preparation for school which may well prove to be a significant factor in

Table 10

Showing the count of children in four age groups
by districts as covered in this survey.

	Under 4	4 and 5	6 to 16	Over 16 if in school	Total
1. Sif Oidak	40	29	88	22	179
2. Hickiwan	40	15	80	9	144
3. Pisinimo	20	11	52	4	87
4. Gu Achi	62	25	82	13	182
5. Shuk Toak	17	10	51	7	85
6. Sells	93	59	58	5	215
7. Gu Vo	9	4	24	3	40
8. Chukut Kuk	2	4	32	2	40
9. Baboquivari	41	19	120	19	199
10. Gila Bend	9	9	21	3	42
11. San Xavier	23	23	78	11	135
	356	208	686	98	1348

reducing school retardation. Put more positively it may well be a significant means of making it possible for these four and five-year-olds when they come to school entrance to move right along year by year.

It should be further pointed out here that this ties in directly with the comments in the previous mention of the children under four and of planning for them and for their parents. There is indicated in the records a deep interest on the part of the parents who were interviewed in this planning for the preschool children. Over and over they spoke of wishing there could be something that would get them ready for school.

Whatever planning is done one must remember always that the more the parents know about all the details of what is being done with the children the more thay are in a position to understand it and go along with it. It may be recalled that in the section where the parents' schooling was discussed that it was reported how they frequently mentioned that they wished they could go along with their children. Here at the preschool level is the opportunity to do it. This should be given thoughtful consideration.

In examining Table 10 notice that the count is given for children 6 to 16, this being at the lower end the usual age for school entrance and at the upper the usual end of compulsory school attendance. However, many are in school beyond this age since the Tribal compulsory age is 18 so the final column is given of those over 16 and in school. No attempt has been made to show those in this group who are not in school. The small number in school in this group suggests the much larger number who in all probability are out.

six to
sixteen

The Children in School

Table 11 shows the number of children in school in the grades as reported to the survey assistants, as of the spring of 1965. The count is not given by districts, but as a total group, since children cross district lines in going to school, thus making the district breakdown of little significance.

Reference to the preceding Table 10 giving the count of children covered by the survey will show that there were 784 in the groups 6 to 16 and those over 16 who are in school. The total covered by age-grade placement Table 11 is 719. There were 47 for whom age was given to the survey assistants but not the school grade. There were 10 where the grade was given but not the age. For 4 the parents did not know the child's grade in school. There were 4 others who were in special schools, 1 in a school for blind, one for hard of hearing, and one in Children's Colony. One who is said to be mentally retarded and is not in school though of school age. This makes the total of 784 as indicated in Table 10. According to BIA records, there are 2 others in Children's Colony, 1 in Valley of the Sun.

It should be understood, as mentioned before and again emphasized that this count is only for the children covered by the survey and as reported by the parents or parent substitutes. Figures are available for anyone wishing to examine them in the various schools which the children attend. Such figures are not included here.

In Table 11 the line from upper left to lower right shows the normal age-grade level. In reading the table the figures above the line indicate the number of children who are on grade level or above.

The figures below the line in each column indicate the number of children of each specified age who are below grade level. Counting across the line for any given age one can find the number of years of retardation and the number of children thus retarded. For example, take the seven-year-olds, here are 21 who are in second grade where one normally expects seven-year-olds to be. Two are in third grade, one year ahead of what is taken to be the usual placement. But below the line notice that there are 28 who are eight-years-old that are in second grade, 1 year retarded. Further there are 17 nine-year-olds there also and they are 2 years retarded. Still further there is 1 ten-year-old, 3 years retarded, and 1 eleven-year-old 4 years retarded, here at the very beginning of his school career.

Further examination of the figures of the table shows that there is a total of only 156 who are on grade level or above. This is only 21.6% of the total number. This leaves 78.4% who are anywhere from 1 year to 5 years retarded.

Table 11

Showing the age grade placement of the children covered by the survey between the ages of 6 and 16 and those above 16 who are in school, together with indication of normal age grade placement.

		School Grade													
Age	Not in	B	1	2	3	4	5	6	7	8	9	10	11	12	C
6	30	23	28												
7	6	6	30	21	2										
8		2	16	28	16	3									
9				17	33	8	3								
10			1	1	18	30	8	1							
11				1	2	17	24	4							
12					3	4	24	28	6						
13						3	8	17	10	10					
14						1	5	7	16	12	6	3			
15								1	5	19	15	5		1	
16									3	11	12	11	4	1	
17									1	4	11	11	12	3	
18										1	4	7	10	7	2
19													4	5	2
20												1	1	3	
	36	31	75	68	74	66	72	58	41	57	48	38	31	20	4
													Total	719	

This is not saying that the children are mentally retarded. Not at all. It is saying that they are retarded in their age-grade placement in school.

There may be numerous reasons for this. A late start to school can account for some of it. Notice in the first column next to the column giving age, on the left hand side of the table, there is a column "not in school yet." Notice that here are 30 six-year-olds who have not started to school. It may well be that their birthdays fall so that they are not old enough until this fall's session. But notice that there are 6 seven-year-olds who have not started, and 6 more who are in the beginner's group. Further there are 2 eight-year-olds who are also in the beginner's group, and 1 ten-year-old still in first grade. Whether or not he has just started the records do not show.

Similarly one can take each age level and study the placement of the children of that age. Take the fourteen-year-olds, for example. It is usual for a fourteen-year-old to be a freshman in high school. Six of these children are, and 3 are ahead one year in the tenth grade, but 41 are anywhere from one in the fourth grade to 12 in the 8th. This means that the child in the fourth grade is 5 years retarded. The 5 in fifth grade are 4 years retarded, the 7 in sixth grade, 3 years retarded, and so on.

It may be noticed from the Table 11 that there is a total of 137 young people in high school. This means that with the exception of those who are in the 9th grade in Sells all are in school off the reservation. According to information from the cards these are in Phoenix Indian School, Sherman Institute, Stewart Institute, Haskell, and St. John's. Further information from the Bureau of Indian Affairs show that some are also at Fort Apache, Chelicco (Okla) and Santa Fe Art (New Mexico). It may be noted here also that according to information given by the parents 4 are in college. Bureau of Indian Affairs report that 14 are in college. In addition it should be understood that many of the children included in the count in Table 10 are in boarding school either on the reservation or off. This is pertinent to some of the comments made by parents when asked by the survey assistants what they would like to see done in the community action programs. The reply of many was that they would like a high school on the reservation. Reference to this point will come up again under RECOMMENDATIONS, Chapter Nine.

This table deserves the most careful and detailed study possible. Here are the children who, in a few years, will be the ones responsible for tribal business, the ones responsible for carrying on the living on the reservation, for taking their part in village affairs. They are the ones who will have to adjust to the changes already coming to the reservation, the ones upon whom leadership will devolve. Their present schooling is of the greatest importance to them as individuals and to the tribe as a whole.

Many of the parents who were interviewed by the survey assistants showed their awareness of the importance of the children's schooling and their concern that it should be adequate.

These comments are given here since they tie in directly with the facts of Table 11.

Pre school

The survey assistants frequently mentioned to parents that it had been suggested something for preschool children might be useful. The records show a hearty response to this. A mother with two who would be in such a program said, "I'm pleased to hear about that. That's when to start and I'd like to go too." Another, this time a father with 2 under six and 2 over six gave it as his idea that "All our people need more education." A mother said she had heard about the idea of a preschool in Sells and Santa Rosa and she thought it fine. According to her idea this is the time to start for the children learn faster then. This is a young mother and father with 3 under six and they told of planning to move to Sells on account of the school for their little ones as they come to school age.

These comments are typical of the ones made not only by parents with young children, but by older parents who see early preparation for school as good for all the children, and by grandparents who as one put it wants "to see more for my grandchildren than there was for me or for my children."

This general recognition that the survey assistants found of the need for getting children ready for school as early as possible is a significant point to consider in whatever planning is done.

High school

At the other end of the education picture are the many comments and suggestions for a high school on the reservation. A father of 8 gave it as his opinion that this would be one of the best things that could be done. He believes that families are separated too much and that it would be good to keep the young people at home. There were others who brought out the opposite point of view and said it was good for the young people to get out and meet other people. There was a grandmother of 8 who said she would like to see a high school on the reservation if it were not that parents cannot force their children to go and in boarding school they have to.

A father with 1 in school and 6 out spoke emphatically for a high school on the reservation because "the children would learn more new things and still be at home." In his opinion they tend to "run around too much when off." Another told how he would like so much to have his children have more education but that he wants them at home. He has four, 19, 15, 14, and 8. Another, this one with two in their teens and one out of school, said "If we could have a high school and some kind of work it would help a lot then they would not have to go away from home."

This matter of family separation while the children go away to school was of concern to many of the parents. One with 7 said, "We want our children at home. It really hurts us to have them go away." He has three in each of two boarding schools and only one, a six-year-old, at home. There had been some thought of moving but the father's work is on the reservation and if the mother went elsewhere with the children they would still be separated so they dropped the idea.

A grandmother caring for 7 spoke for a high school close at hand because "It is good to keep children home as long as you can." A father summed up what many said in one way or another. He said "We much prefer to have our children home but since it is impossible to do we do what we have to." His are 17, 16, and 10.

It must not be thought that there was unanimous agreement on the matter of a high school on the reservation. There was one who said the children were better off in boarding school. Another said they "make them mind better there." There is always the matter of expense to be considered and it is understandable that it is a help when means are scarce to have the children cared for in boarding school, whether in high school or in elementary grades. This ties the whole matter of educational opportunity for the children in with work opportunities for the parents. It seems apparent from the comments that all other things aside the parents would greatly prefer to have their children at home and would welcome a high school on the reservation.

"It's about time," said a man of 65, "to be doing something about education." This is the essence of many of the comments recorded by the survey assistants.

General

A man with 4th grade education himself and his wife with no schooling told how they would like to live off the reservation if they could so that their children could mix with others and "get the education we don't have."

A mother with 7, no schooling herself, tells how she would like to have gone to school but her parents told her they fed the children snakes and lizards at school. She wants education for her children and "would like to send them to public school but the lunches cost too much."

Over and over parents spoke their wish for their children to "have all the education they can get," "to get more schooling than I got." And, has been mentioned in the section on the parents' schooling they spoke again and again for more schooling for themselves. Here again is an important point in planning. Parents want schooling for their children. They want schooling for themselves. The two go hand in hand if one is concerned with keeping family relationships close and intact. This is of great significance in planning. (See Recommendations, Chapter Nine.)

CHAPTER EIGHT

The Villages

In giving the findings of the survey the people have been considered first because it is they who are of the first importance and it is they who are the ones concerned with the working out of plans for themselves in their villages. In helping them to do this it is necessary to have some overall picture of what the villages offer since it is the villages that are the setting for whatever is done both in the way of planning and of carrying out the plans.

Card 4 (see pages 4-6) shows the information about the villages which the survey assistants were asked to gather.

Table 12, Village Information, section a, shows the school situation by districts. It will be noted that in some schools the children may start at 5, in others the entrance age is 6. This points to the need mentioned before for preschool preparation particularly for those who cannot enter until 6. Even for the others it must be recalled that every year sets speech patterns more firmly and the sooner English comes to be used with ease the more likely is school progress to benefit.

Often one thinks of a community's school being a center for community activities. A glance at table 12 shows that this is not apparently feasible since the schools are few and scattered. While school buses transport the children the distance of the schools from most of the villages and the limited means of transportation of the families means that one can look to the school as a center of community activities only in small degree if at all. It should be noted that for the villages of Kohatk, Jack Rabbit, New Fields, Fresnal Canyon, there is no school bus service meaning that the children must attend boarding school. This would be with the exception of Sells where population is less scattered and where the school is more easily accessible to more people.

This brings one to the question which was asked on card 4 (see pages 4-6) as to what community organizations there are and where community activities are held. The replies show that the community activities for the most part are confined to the regular dances and feast days once or twice a year; the district or village council meetings; the round-up and Junior rodeo. In Sells the widest spread of activities is found including the Lions Club, PTA, Catholic Teens, and Candy Stripers. In a few villages there is the report of a sewing club, or a womens' club (church); in a couple of instances a Livestock Association; and the mention made before of basketball and baseball and some music groups.

These activities are mentioned, not to show the limitation that exists, but to indicate the starting point for planning within the villages that might bring a broadening of community feeling and activity. In doing such planning it should be remembered that each village is unique to itself, that the leadership must be found within the village if the planning is to result in genuine community action, that the development of any plan of wider community activity must be what the people of the village want, or will accept.

Table 12, Section a

Showing School Facilities by Districts

District	School	Where Children go and Age of Entrance
1. Sif Oidak	None	Santa Rosa BIA at 6 Standfield P.S. at 6 Case Grande P.S. at 6
2. Hickiwan	BIA Voya Chin	Voya Chin at 6
3. Pisinimo	Mission	Mission at 5 Sacred Heart, Covered Wells at 5
4. Gu Achi	Sacred Heart Covered Wells	BIA Santa Rosa at 6 Sacred Heart, Covered Wells at 5
5. Shuk Toak	Santa Rosa Ranch School	Santa Rosa Ranch School at 6 Topawa Mission at 5 Sells Public School at 6
6. Sells	Public School	Sells Public School at 6 Topawa Mission at 5 Sacred Heart, Covered Wells at 5
7. Gu Vo	BIA Kerwo	BIA Kerwo at 6
8. Chukut-Kuk	None	Sells Public School at 6 Topawa Mission at 5
9. Baboquivari	Topawa Mission	Topawa Mission at 5 Sells Public School at 6 Santa Rosa BIA at 6
10. Gila Bend	Public School Gila Bend 2 Mi.	Public School. Gila Bend at 6
11. San Xavier	San Xavier Mission	San Xavier Mission at 6 Sunnyside P.S. at 6

This latter point of acceptance is of importance. There is no reason that suggestions should not be made as to what community activities might be developed. Often people do not see the possibilities. It is right that such possibilities should be pointed out. But once pointed out it remains for the people concerned to decide whether or not they want to accept them. The suggestions of the people themselves give some indication of what seems immediately important to them and throughout the report these suggestions have been emphasized as pointing the way.

According to the information given to the survey assistants such community activities as there are held in the feast house, the church, or in the case of Santa Rosa, Pisinimo, and San Xavier, in the community building, and in Sells at the school. The limited facilities for carrying on varied activities for groups that would include most of the villagers suggests that with the thought given to activities themselves there should be thought of places for holding them.

Water and Power

Table 12, section b, shows the situation as of the time the survey was made with reference to water and power. It has been pointed out in the section on home equipment and again in the section on parents' schooling that this is significant to any program of education. First of all, of course, it is significant in the people's living and their living and education are interrelated to the point of being all of a piece.

Whether a village has power now or not it is to be presumed that time is short until it will be available to all. Then, whether the families in the village will avail themselves of it or not is another matter. How it is used is still another. All of this as has been pointed out before is a part of the content of any adult education program, the advantages of having the power, the way it is used, the purchase and the care of the appliances that make it part of the living.

Similarly, whether water now is piped to the homes or not, the time is near when it will be or when it will be possible for it to be. It is part of the PHS plan to make it so. This brings up the whole matter of wise use of water, of the care of plumbing when such is installed, of the sanitary use of facilities when inside bathrooms are brought into the homes as they already are in a few instances. When one considers the uses of water for drinking, cooking, bathing, laundry, there opens up a whole range of content for an education program. This is rightly a part of the planning for any such program.

In all of the planning thought should be given to the services available and of the way these not only can be used but of the way they tie in with any program that is considered, or the way any program that is considered can tie in with them.

Public services

Every consideration should be given to this tie in with the PHS. Consider the service being given in providing water already mentioned, in providing sanitary toileting facilities, in providing hospital care, and health care. It is one thing to have available the well baby clinics they offer, the prenatal clinics, the diabetic clinics and out patient clinics but it is another thing for the people to make the best possible use of them. Here is where community action programs can further the service the PHS is endeavoring to bring

Table 12, Section b

Showing the Village Situation by Districts Regarding the Availability of Water and Power.

District and Village	Water	Power
1. Sif Oidak		
Anagem	being piped	yes
Kohatk	windmill	no
Cockleburr	piped	no
N. Komelic	piped	yes
Jack Rabbit	windmill	no
White Horse Pass	windmill	no
Chuichu	haul	yes
2. Hickiwan		
Charco 27	piped	no
Ventana	piped	no
Kaka	piped	no
Hickiwan	haul	no
Gunsight	piped	soon
Vaya Chin	piped	soon
3. Pisinimo		
Pisinimo	haul	recently
Santa Cruz	windmill	no
San Simon	piped	yes
4. Gu Achi		
Ak Chin	windmill	no
Covered Wells	piped	yes
San Isidro	haul 3 mi.	no
Santa Rosa	piped	yes
5. Shuk Toak		
Pan Tak	haul	no
San Pedro	piped	no
Sil Nayka	piped	yes
Crow Hangs	piped	yes
Fresnal Village	haul	yes
Santa Rosa Ranch	haul	yes

Table 12 cont.

	Water	Power
6. Sells		
Cowlic	piped	no
Big Fields	haul	yes
Nolic	haul	no
Sells	piped	yes
Iron Stand	windmill	no
San Luis	windmill	no
7. Gu Vo		
Menenger's Dam	piped	no
Kerwo	piped	yes
8. Chukut Kuk		
Vamori	piped	yes
San Miguel	haul	yes
New Fields	haul	no
9. Baboquivari		
S. Komelic	haul	yes
Topawa	piped	yes
Fresnal Canyon	own wells	no
Little Tucson	windmill	yes
Cold Fields	haul	yes
Choulic	haul	yes
10. Gila Bend	U.S. Air Force hauls	no
11. San Xavier	piped	yes

to the people in every village. The records show clinic bus service available for every village to the hospital and the Health Centers at Santa Rosa, Pisinimo and San Xavier. It remains for the people to use the service. Here is where there lies a tie in with adult education programs. Further to be considered is the tie in with the services of the public health nurses who go to the homes to talk to the mothers on bathing and feeding. Such a tie in can be of benefit both to the public health service and to the people in the villages. This will be mentioned later in the section on RECOMMENDATIONS, also with mention of other public services.

Certain general conditions serve to highlight what has already been said in different sections concerning the isolation in which the people live in their villages. Take the road system for example. On the reservation there are said to be 131 miles of blacktop from Ajo to Tucson and 62 miles from Covered Wells to Chuichu. All told there are 622 miles of reservation roads including the blacktop above mentioned. When one considers the extent of the reservation it points to

General conditions

isolation especially when one considers the limited means of transportation mentioned earlier in this report. Again it suggests that whatever is done must be done in the villages rather than thinking of bringing the people out of their villages to any central point.

It is reported that as of now there is a decrease in the number of telephones over ten years ago again highlighting the isolation.

All of this forms a framework within which planning must of necessity be done.

Recreation

One cannot properly consider the living of people without considering their recreation, especially when work is limited and leisure time abundant. This is an area which should be given thought in planning.

While no specific question was asked concerning recreation it ties in with the item on card # 3 (see pages 4-6) on which village information was gathered. Here is the item on community organization and activities. This is broader, in a sense, than the specific item of recreation but the latter ties in with whatever goes on in the community. There are of course the recreational programs connected with the public school in Sells, with the BIA boarding schools, and with the various Mission schools. Other recreation it would appear is part of village activity.

According to the records of the survey assistants this is largely basketball, baseball, feasts and dances. The latter come at intervals widely spaced and so do not provide day to day recreation. Mention is made of rodeo which likewise is at widely spaced intervals. Now and again the records show some music group such as the one in one village where four or five people play different instruments and where there is the potential for some organized village group.

The facilities for recreation seem so limited as to suggest thought as to the possibility of provision of more. There is mention of basketball facilities in a few places but only a few. There are dance floors in some. Here seems to be a wide open area for planning in each of the villages.

In such planning thought should be given to recreation as it touches all age groups. With ample space such as there is in the villages it would be possible to provide play facilities for the children with a variety of homemade equipment. While it is true that children will play with whatever lies at hand and do, it is also true that their experience broadens when they have more of the wherewithal for play. There is a variety of playground apparatus which men in the villages could easily make with a little guidance. This ties in with the carpentry work that a number asked for. It would be a simple matter to build a small play house for the children where the group housekeeping play with simple housekeeping equipment in which children delight could go on. This kind of play has in it great possibilities for useful learning besides the fun of the play which children need. This lends itself well to planning by the mothers and fathers through the parent-child programs.

There are many possibilities to be explored with provisions for the children of eight, nine, ten, and on to the teens. Here again homemade equipment can easily be produced. Further than this are the more organized activities which children of this age enjoy, such activities as are carried on by the Boy Scouts and Girl Scouts. With some leadership provided and training given the resources of the reservation offer possibilities for exploration and camping trips that are filled with both enjoyment and learning. Here is the type of activity in which the older young people could be trained to carry on with the children. There are the possibilities of Boys' clubs and Girls' clubs to be thought about. There can be the learning of carpentry for the boys, sewing for the girls, music for both boys and girls, choral speaking perhaps, singing.

Now and again in the interviews parents spoke of there not being enough for the young people to do. The Neighborhood Youth Corps activities have given some indication of what can be done with some leadership. Endless possibilities suggest themselves. Frequently someone in the interviews mentioned the desirability of the young people learning more about their own background of customs and traditions. Here is an opportunity to help not only the young people but the children to become familiar with tribal lore, with the dances, the music that is part of their culture. Basketball and baseball have been mentioned as being of interest in some of the villages. These activities could be developed and more adequate facilities provided and other activities added, volley ball, hand ball, tennis. The ample space suggests possibilities of a practice course for golf if young people were interested. Again there are the possibilities of music groups, band, orchestra, singing groups, choral speaking groups, and perhaps the organization of groups to go into Tucson to hear musical performances from villages where perhaps this has not been done.

There is the possibility of listening groups for radio and viewing groups for television with discussion of what is heard and seen. This lends itself to joint activity for persons of all ages. It is both recreation and education.

Throughout the interviews suggestions have been given that point to recreation possibilities which with some leadership could be explored and easily provided.

CHAPTER NINE

Recommendations

Throughout the presentation of the findings of the survey implications for planning and programs have been pointed out. These are gathered together here in the form of recommendations. They all tie back to what people have said they wished might be done or to needs revealed in what they said to the survey assistants. The Director, Co-Director, and consultants have given thoughtful consideration to all of the findings and have had conferences with the survey assistants to get their interpretation of the findings and their suggestions as to implications. This means that the recommendations come out of a thoughtful and careful analysis of the information which has come from the people themselves, and which is their own expression of their thoughts and feelings given directly to the survey assistants to whom they responded with confidence as being fellow tribal members.

The recommendations fall into three main groups, (1) those that have to do with work, with the making of a living, (2) those that deal directly with education, which of course ties in closely with making a living, and (3) those that have direct bearing on ways of carrying out the recommendations in 1 and 2.

Some of these recommendations will necessitate proposals to the OEO. Some suggest explorations which will lead undoubtedly to proposals later. Some are for steps that can be taken without the necessity for a proposal at least at this time.

It is recommended that where proposals are needed these be prepared and each one submitted as soon as it can be worked out since it takes time for approval to come through.

Recommendations relating directly to work

The recommendations in this section come out of the fact that the people have been practically unanimous in their desire to live on the reservation. They want work but they want it on the reservation. The recommendations, therefore, take this as the starting point and are offered as a way of helping to make it possible for them to do so and make an adequate living.

The first recommendation below is basic and fundamental and it is suggested that it be given the most careful consideration and a proposal therefor be prepared at once.

1. Repeatedly persons being interviewed by the survey assistants spoke of their wish that there might be more work opportunities on the reservation and suggested various kinds of business which might be brought in with work training therefor. This raises the whole question of what kind of business _can_ be established legally, what (if it were legal) would justify the necessary investment, and what (if it were legal and financially sound) it would be feasible to establish. This relates directly to the planning of any work training since work

opportunity and work training for the job opportunities go hand in hand. Therefore,

It is recommended

Proposal for economic, legal and engineering audit

That plans be set up and a proposal made for an economic, legal, and engineering audit of the possibility for work opportunities on the reservation, this audit to be conducted jointly by an attorney, a financier, and an engineer, the attorney to discover and establish what can be done legally, the financier to appraise what within the legal framework would be financially sound, and the engineer to recommend what under these conditions it is feasible to undertake.

This would give a sound basis for considering the kinds of business that could be brought to the reservation, the kind of contracts that can be drawn. When this is done a work training program can be set up. Until then, except for certain exceptions which will appear later, it seems wisdom to hold a work training program in abeyance.

This is the kind of proposal which is likely, it is believed, to receive prompt approval, and it should not take more than six months after approval is received to have facts in hand defining what it is possible to do.

In preparing such a proposal it should be pointed out that this is a type of information which is unknown on this and so far as is known on any other reservation. It is essentially therefore a pioneer project making not only the information gathered valuable for the Papagos but making the method of doing it useful for other tribes.
This is a major recommendation.

2. It may re recalled that it was mentioned in the body of this report that a number of persons suggested that "there be an educated farmer who could help us with knowing how to farm." This leads to a recommendation for another key and major proposal.

It is recommended

Proposal work study program

That a proposal be made for setting up, as a tribal enterprise, a two or three year work study program for a selected group of young Papagos, probably 15 or 20, to train them in raising supplemental feeding and doing it at Papago Farms, to then rotate them out over the reservation to serve as instructors to small groups on the reservation interested in such instruction, other young people to replace them on Papago Farms as the first group goes out to give demonstrations and instruction.

The young people selected should be (1) Those who have an interest in such a work study program, (2) Those who are so situated that they can fit and will fit in with the arrangements involved in work-study, and (3) Those who would be likely to go back to their own families and community to put into action what they have learned.

It is suggested that the proposal show that in the first year of operation only small plots should be farmed, not the entire farm. This is to make success in the undertaking possible and visible to the young people working at it.

It is suggested that these small plots be experimental to determine the economic feasibility of growing different possible products. This ties in with the question raised by a number who were interviewed as to why not grow cotton on the reservation. It might prove that cotton could be a profitable cash crop, or it might show the opposite.

It is possible that some plan of cooperation on this proposal could be worked out with the University of Arizona Extension Service. This is a possibility to consider.

3. Now and again the statement was made that there had been the same price for cattle for 15 years but that in the meanwhile everything else had gone up making it less profitable, and that further both feed and water are problems. The static price suggests that the quality of meat produced had also stayed static or perhaps had gone down. The limitation of feed further suggests the over stocking which probably includes many head that are no longer productive. This leads to another major recommendation.

It is recommended

Proposal for keeping records of bulls and progeny

That there be a proposal for a 2 year project in keeping a record of the bulls and their progeny, this to be a Tribal enterprise in cooperation with other agencies, records to be kept at the Tribal Ranch, with forms and procedures worked out for doing it, and that a simple scheme for evaluating the animals be a part of the experiment to make their culling possible and feasible.

This is directed toward reducing the number of cattle and enhancing the meat product, by producing more meat per animal and more price per pound. The proposal should show that someone will head this project who (1) will work to motivate those who own cattle to keep records of them, (2) will help them to do it, (3) will work with them to help them see the advantage of doing it.

It is recognized that not all persons who own cattle would go along with this plan. Record keeping could begin with the herds of those individuals who were ready to experiment and could be expected to spread as the advantage in more meat and better price becomes evident.

4. Under the section of this report on home equipment it may be recalled it was pointed out that with the piping of water comes the matter of plumbing and the keeping of plumbing in order, and with the coming of electric power the question of rewiring, repair, care of appliances, etc. Therefore,

It is recommended

Proposal for self-help training program

That there be a proposal for a self-help training program designed to make it possible for persons to keep up their home, home equipment, do repair work on their own premises, and to work out ways of conserving energy and reducing expense through cooperative arrangements within the villages, such as pooling resources to provide for the hauling of water in those areas where water is not yet piped. This would also include plumbing a house, wiring it properly, simple carpentry, plastering, masonry.

Some people can already do these things but the many who mentioned their interest and desire to know how indicate that there are many who have no such skills.

This will come up again in the section on Education where it is pointed out that this is a natural part of an adult education program relating to family living. It might, therefore, be included in the description of such a program.

Or it could be written as a separate proposal as a project appealing particularly to men interested in mechanics, repair, etc.

5. At the close of the section of this report on Present Occupation, Work Training, and Work Experience, mention was made of the fact that 98 women on the reservation list basket making as an occupation and indicate that it is a means of family income, and further indicate general dissatisfaction with the prices paid which are fluctuating and often lower than seems to them to be just and fair. With as many women as this making baskets it amounts to a small industry but a wholly unorganized one.

It is recommended

That the Tribe take the initiative in working out a proposal which would make it possible for the women to market their baskets through a tribal representative.

This might very well lead to this becoming a tribal enterprise serving to improve the product, enhancing the business, and preserving the craft, and giving prestige and stability to it.

Proposal for tribal action in marketing baskets

It is suggested that there might be a Tribal Committee concerning themselves with all the details of protecting and furthering the work which is now wholly unprotected.

This is a proposal which could have far reaching possibilities and it is urgently recommended that it be seriously considered. In many instances where an art or craft has needed protection it has been done through establishing a guild with a centralized marketing outlet such as has been mentioned above.

In doing this on the reservation it would involve the employment of a person who would help the women see the possibilities of such an organization for the protection of their work and who would take the necessary steps to get such an organization set up and into operation. It should all be done with the thought of a fair price to the women and a fair profit to the dealers who would continue to be the distributors until such time as the Tribe was ready to take it over as a complete Tribal enterprise as has been done on some other reservations with some native craft.

If there is the disposition to go into the matter now as a Tribal enterprise in a small way the proposal should be so written.

Various specific suggestions from persons interviewed lead to recommendations for specific exploratory steps and action as indicated below:

1. Several persons mentioned that they wished there might be training for work in the mines. This seems to be the source of employment for many. It is probable that there is a training on the job for such workers.

It is recommended

That as a follow up of the interest shown in such training that there be the exploration with mine management of the possibility of a classification of the mine jobs and the provision of job training in those classifications.

This would hardly seem to justify a separate proposal but might be combined with # 6 as individual work training for a specific purpose.

2. A large number of persons spoke to the survey assistants of their wish that they might have training in the use of heavy equipment. This could lead into some useful service.

It is recommended

That such training be given at Papago Farms to those expecially interested and fitted for it, and that their skill be used in cleaning tanks, improving drainage, or constructing tanks to conserve surface water.

3. Mention was made frequently of wishing there might be laundromats at hand, that it would be convenient to know how to do auto repair, that there was the desire to know how to use tools with skill in carpentry, that horseshoeing might be profitable, and one mentioned an interest in being a barber.

It is recommended

That the Tribe explore the possibilities of getting small loans for helping individuals in establishing such small businesses as those suggested above. It is believed that some of this could be done, such as a one-man barber, or a one-man plumbing repair man, a one-man electric repair service.

It is altogether possible that this could be done under the Small Loan plan for small businesses.

4. In all such matters as any of the above there is obviously the need for cooperative action. The need for this will become more and more apparent as people go further into community action. Therefore,

It is recommended

That a more comprehensive and thorough system of self-support be encouraged through self-taxation or assessment to support enterprises of mutual benefit.

This entire program of community action points to the need for encouragement of such voluntary self-support. Over and again the people spoke to the survey assistants as shown in the records of their satisfaction in the opportunity to do their own planning for their own programs. This is fine but it entails responsibility such as that here mentioned.

Part of being independent is being independent in supporting enterprises that are for mutual benefit. An example of this would be in the matter of water where it must be hauled. Over and over people in a village would express their wish that something could be done to make it easier to get it. They complained of how much it cost to get it hauled.

Here is the opportunity to get together, assess themselves a portion of what is paid out for hauling, get some equipment for more adequate hauling, set up a regular arrangement for having it done-- and all will benefit. This is part of community planning and will be taken up again under the section on Education Recommendations. It involves an educational program.

As has been pointed out earlier the people are of no mind to move off the reservation for work. Work must be considered with them on the reservation.

Recommendations relating directly to Education

In this section of recommendations will be found ones that affect directly all people on the reservation, adults, school age children, preschool children, and infants. These are recommendations that have come directly out of what the people said to the survey assistants as they talked of their hopes, ambitions, discouragements, puzzlements, desires for their children and for themselves.

1. Mention has been made of the interest in preschools for four and five-year-old children as a preparation for school entrance and reference has been made to the two pilot proposals for such preschools approval. It is assumed that these will be put into operation as soon as approval is given and as soon as details for their operation can be worked out. The need for such preschools has been thoroughly discussed in the body of this report. Therefore,

It is recommended

That consideration be given to planning for such preschools in other locations and submitting proposals for them.

Proposal
pre
schools

On the basis of the survey showing the number of children of these ages in the various villages, estimating distances to travel to a center, and considering the village facilities, the survey assistants, consultant, director and co-director of the survey offer the following suggestions for consideration of placement of centers and areas to be served:

Chuichu.. using the rehabilitated community building and drawing children from Chuichu, White Horse Pass, and Cockleburr.

Hickiwan.. using the community building and drawing children from Hickiwan, Charco 27, and Vaya Chin.

Santa Rosa.. proposal pending... using the community building and serving children in Santa Rosa, Anagem, Ak Chin, and N. Komelic.

Sells.. proposal pending... using facilities of Presbyterian Church and serving children of Sells, Big Fields, Cowlic, and Little Tucson. An unused school building in Cowlic offers possibilities for consideration.

Topawa.. here the mission school takes children at 5. However it is understood there might be interest in a preschool as indicated by the survey reports.

The two parts of the village must be considered. Facilities would need to be explored.

San Miguel.. possible facilities mentioned include a mission school not in use or a house that was a Presbyterian manse. Would serve San Miguel, S. Komelic, Cold Fields, New Fields, and Choulic.

Pisinimo.. here the mission school takes children at 5. It is not clear from the survey that there is a need here for a preschool. This should be further explored. If needed the community offers possibilities for facilities.

Crow Hang.. it is suggested that this might be a location for a center. No facilities were discovered at the time of the survey.

San Xavier.. children here do not start in the mission school until 6 so there is need for preschool. Also a considerable number of mothers work so it is recommended that consideration be given to a child care center. The survey shows that there had been some interest on the part of a club in a child care center. This might be explored. It is understood that there might be space in the Sunnyside school for a preschool and it is reported that the Supt. is interested. If the NYC carried out the plans for fixing the hall this might be a possible place for a child care center.

It is suggested that proposals be submitted for two or three preschools at one time rather than separately.

2. In the above recommendations it may be noted that certain areas of the reservation have not been covered. This is due to distances and the small number of children of four and five in any one village. This, however, does not preclude the possibility of service.

It is recommended

That a proposal be prepared for mobile units which will take the service from place to place.

Proposal
Mobile
units

This would be in the nature of a camper which would be equipped with the materials needed for a preschool. The unit would have its regular itinerary so that the people in the village would know when to expect it. When it came to the village, with the teacher, the equipment would be taken out, set up, the children would gather, and the preschool would proceed. There would be a teacher aid in each village to carry on under the teacher's direction between visits. There is ample precedence for this kind of service in the bookmobiles and in mobile dental clinics and public health units.

It is the suggestion of the survey assistants, the consultant, director, and co-director that consideration be given to three such units, this being the number that together with the preschools suggested under # 4 would serve all the four and five-year-olds on the reservation.

Mobile Unit..# 1.. based at San Miguel and covering the whole western area along the border.

Mobile Unit..# 2.. based at Santa Rosa Ranch and covering all the outlying villages each having only a few children.

Mobile Unit..# 3.. based at Kohatk and serving that village, Kaka, and Ventana. This unit could be based at Santa Rosa if it seemed more desirable. It is said there is a building at Kohatk which could serve as a base, however.

In considering mobile units thought should be given to a combination of services when the unit visited a village.

There could be the combination of preschool, parent-child center, and other phases of adult education, and any combination which would cover the needs and interests of the given village. Thus a mobile unit coming to a village might bring the preschool teacher who would work with the children and mothers, someone who would work with the men on work training, someone to gather the villagers for group meeting on planning-- or the latter might be done by one of the other workers. The point would be that the mobile unit would make regular visits and would bring the service or combination of services needed at that time in that village.

It is suggested that the proposal for three mobile units be made at one time rather than as separate units.

3. The approval of the proposals for parent-child centers submitted in Feb. gives the precedence for such services.

Proposal
Parent-child
centers

In these it is proposed to give service to children under four years and their parents. This, as proposed, will be a combination of child care, and training, family living details, and such basic skills as may come in with other considerations. Here, in the family living phase of the plan, would be considerations of all details of home living, family relationships, home care, bringing up of children, cooking, sewing, laundry, use of electrical appliances if the home has any, wise use of water, and all the details which have been discussed in this report under HOME EQUIPMENT and PARENTS' SCHOOLING. This is practical everyday useful help which is proposed.

It is recommended

That proposals be prepared for such centers in other areas than the two originally planned for. This is a program which ties in with the preschools in a natural way and can easily be carried on with it or with an adult education program. In fact the same center could well serve multiple purposes.

This is an area which touches closely on the work of the welfare department, the PHS, the BIA. Therefore, any planning that is done should be done with the services and programs of these agencies in mind. It is altogether desirable to avoid duplication and further to use in every way possible any service already available. It can be a valuable two-way cooperation. For example, the PHS is interested in getting mothers to avail themselves of prenatal care; to get dental examinations and follow up care for all children the younger the better; to have the opportunity for immunizations utilized, etc. In the parent-child centers emphasis can be given to the importance of all this and the gathering of parents at the center affords an opportunity for the PHS workers to reach ones they might not otherwise.

Similarly the cooperation with the Welfare services can be mutually beneficial. Survey assistants told repeatedly of questions those they interviewed raised on matters pertaining to welfare checks, regulations, etc. Here in such a center as the Parent-Child Centers is opportunity to bring questions and information together.

4. Mention has been made particularly in the section of the report on the parents' schooling of the great and general interest in learning of the basic skills. It may be recalled that a number of parents asked if they could go to preschool with their children. Suggestion was made that there be such training in basic skills for tribal council members. Many individuals expressed their desire to continue with their schooling even though they may have gone to third or fourth grade. Therefore,

It is recommended

That proposals be prepared for an adult education program that would include the teaching of the basic skills to those without such skills and to provide for those who wish to do so, to go on with their learning from whatever point they may be.

The difference in skills from person to person means that there will of necessity have to be a great amount of individual instruction. This should be considered in planning.

Proposal
Adult Educ.
Teaching
basic
skills

Mention has been made earlier of the fact that while adults may not have the skill to read the simplest material yet they have adult interests which points to the need for providing material which touches their living at various points.

Mention has also been made of the gap that many parents told of feeling between themselves and their children's school because of their lack of understanding of what the children were doing. Here in an adult education program dealing with the basic skills is the opportunity to help close that gap and bring to the parents the knowledge of what their children are studying.

In considering an adult education program such as this thought must be given to the type of person capable of guiding it and this should be provided for in any proposal submitted.

This would need to be a person who can readily recognize the differences in skills among the adults; one who is able to accept these differences and plan instruction accordingly; one who has a feeling for the things in their everyday living that is of interest to them and who can gear the learning of skills to these interests; one who is able to help individuals take their learnings back into their living in a functional way, for example, using arithmetic learnings to decide what is a good purchase and what is not. It would need to be one who can be content to move at the rate different ones are ready to move and one who is alert to the details of living that can be used for teaching content. The person who heads up an adult education program is of vital importance.

It could very well be that it will be found useful to provide a person skilled in this field who would guide, coordinate, and plan for all of the adult education on the reservation.

5. It has been pointed out in the discussion of the findings that the participation of villagers in village affairs is limited to a few, apparently. If the programs proposed are to be genuine community action programs it will be necessary to develop community participation and responsibility. Therefore,

It is recommended

That there be a proposal providing for developing this kind of participation and that this should include arranging for some person qualified to give the kind of guidance that will promote local leadership, encourage group participation, increase the feeling of individual responsibility in community affairs and give help in knowing how to thus participate.

Proposal
Developing
community
action

This proposal is directly related to # 1 in the next group of recommendations. It does not take the place of it but the two are supplemental. It also relates to # 3 also in the next section. These three could very well be written as one proposal. The provision of a person knowledgeable and skilled in developing group action is essential in carrying out such a proposal.

Community participation is something that the majority of people have to learn how to do. Group participation does not always come easy. The give and take of discussion is often difficult especially if there is a language barrier. Particularly is this true when all communication must be verbal and when one cannot rely on the printed word to recall and re-inforce verbal discussion.

It should be recognized that adult education is of various kinds. In carrying out a program that will fit the different villages all sorts of combinations can be made. The teaching of basic skills can be combined with some of the parent-child center programs. The basic skills are basic to some of the proposals suggested in the section of these recommendations on work. A person who was responsible for an overall look at the whole program could work out many useful combinations.

This program is not intended to replace that of the BIA where any such meets the needs. Appreciation for the BIA programs was expressed over and over with regret that so frequently it had been discontinued.

Considering the widespread interest in more adult education and the obvious need for it, it seems essential that it be provided. The beginning in some villages may be small. This need not be of concern. Let it be small and grow naturally and gradually.

An adult education program may very well combine several aspects rather than confining it to the basic skills solely.

It is other aspects of the program that furnish content for the basic skills. The emphasis should lie where the interest of the people centers and move out from there. If it is in basic skills then that is where it should begin. But in writing the proposal it is suggested it should be broad enough to allow this latitude in adjusting what is done to what is needed.

6. Mention was made by some that it would be useful if there could be training for councilmen. Presumably this would be both for Tribal Councilmen and District Councilmen, or women.

It is recommended

That there be a proposal that would provide periodic workshops for this purpose.

Proposal
Workshops
for
Councilmen

These would deal with affairs with which council members are properly concerned; with conducting meetings; with ways of securing village participation in local meetings; with the necessity for keeping constituents informed and getting their ideas and opinions and with stimulating interest in doing so.

It is suggested that these workshops be frequent, perhaps every three months so that there can be follow up for those who carry over in their term of office and for new ones coming in.

Some mentioned that all tribal council and all district council members would profit by knowing how to read and write. Part of the workshop training could be in encouraging enrollment in adult education groups where basic skills are being taught.

7. Since the survey shows limited recreational facilities and activities for adults, young adults, and children alike,

It is recommended

That a proposal be prepared that would provide leadership in this field, equipment, and facilities with the thought of extending any existing activities where these exist and developing them where they do not, according to the potential of the village.

This would suggest development of local bands, orchestras, chorus wherever there is some musical interest.

There could be listening groups for radio programs and viewing groups for television.

It might include taking parents as a group to different

Proposal
Recreation

places of interest such as a bank, super market, industrial plant, department store, mine, ranch, Kitt Peak, and the like.

Trips could include ones to Papago Farms, to the Tribal Herd to see its operation, to the Tribal Offices, the BIA Agency, the Hospital, the public school in Sells, some of the BIA schools.

The leadership provided, it should be shown, would work in developing local leadership both young and old and in helping them to work out plans of village interest including all ages. All of this ties in with the Education programs suggested and with the Work programs.

8. In gathering the information of the survey it was found that many adults did not know their ages at all and that some could only approximate the age. It is not certain that all of the children have had their births registered though the PHS has seen to it recently that this is taken care of. With government provisions as they are today it is of utmost importance that every person should have a birth certificate and a social security number. Therefore,

It is recommended

That a proposal be prepared providing for seeing to it that each person on the reservation, adult and child, has a birth certificate and that each eligible for a social security number has it.

Proposal
Birth certificate
and Social
Security
number

Sufficient provision should be made in the proposal for the time it will take to discover who does and does not have both certificate and social security number and to take the necessary steps to get them. In the matter of birth certificate this can be time consuming.

This has an educational angle to it for there are likely to have to be many explanations of the necessity for getting the records straight. This again will be time consuming and should be taken into account in writing the proposal.

Suggestion for exploration of the possibility of providing a high school on the reservation.

At the present time it does not seem that a proposal to OEO is necessary for exploring this possibility. However, it seems urgent that such exploration be made.

Reference to the section of this report on School Children will show that repeatedly the suggestion was made that there would be many advantages to having a high school which the young people could attend without leaving home.

It is recommended urgently that the possibility of doing this be explored with the appropriate agencies, i.e., the BIA and the State Department of Education.

High School possibilities

It is suggested that the heads of all schools on the reservation would naturally have an interest in such a step and it would be useful to explore the extent of their interest.

It may very well be that after such an exploration as is being suggested a proposal to OEO would be appropriate but at the present there are sufficient means for taking the first steps. This should include (1) finding out what it is possible to do, (2) discovering how it would have to be done, and (3) appraising the advantages and disadvantages of doing it.

Recommendations having direct bearing on carrying out the recommendations in I and II of this section

All of the recommendations given in the two preceding sections tie back to what the people have pointed to as what they want, or to implications in what they have said that point to need. It remains now to make recommendations on ways of helping the people help themselves through the assistance that can be given through the Community Action Program. Such recommendations are offered in this section.

1. By the very nature of the community action program and its purposes it is necessary to turn to local leadership if any such program in any of its phases is to be useful to the people it is intended to serve. Therefore,

It is recommended

That a proposal be prepared providing for continuous recruitment and training of local leaders.

Proposal Leadership recruitment and training

The finding of local leaders will devolve on all persons working in different phases of the program. Training of selected persons would include periodic workshops not only for new recruits but to provide continuous training for those already at work. This continuous in-service training is essential for everyone working on the programs.

By periodic workshops is meant perhaps monthly group meetings of a half day with the supervisor or director of the program or consultants provided for this purpose; a one-day or two-day meeting of workshop nature quarterly or oftener.

Where skilled workers are available only in limited number this on-the-job training is a necessity. It is altogether desirable to have all of the work possible on the projects done by Papagos themselves-- hence this provision of training for them so that they can do it. The proposal should make clear this necessity. Reference to the tables on adult schooling and the discussion thereof shows plainly that at the moment there is only the most limited preparation for leadership. Therefore if leadership is to be given it must be trained on the job. This has the value of constantly building up the quality of the leadership and of broadening the extent of it as recruits are found. Survey assistants were on the alert for potential leadership throughout the survey, and records of training and experience are suggestive of ones who would probably profit by the leadership training suggested.

2. Any program of action such as the Community Action Program needs ample resources and it is the part of wisdom to make use of all that are on hand. Therefore,

It is recommended

That there be a thorough appraisal of all the resources available and that these be utilized to the fullest possible extent and that there be continual watchfulness for other resources which may have been overlooked or which may have become recently available.

This means keeping in constant touch with the various agencies and working in cooperation with them. Their services should be used rather than duplicated.

Use of resources

For example, it is part of the planning of the PHS to put on a nutrition specialist. Here will be an invaluable resource for any programs in family living. They plan also to increase the prenatal visits to the hospital. Here is a point for cooperation in urging all parents that come to the parent-child groups, or to adult education groups to avail themselves of the service when needed.

The BIA reports their intention to bring in a husband-wife team to organize a recreation program. They mention further the Teen Club organized in May of 1965. They tell of hoping to have a larger welfare staff.

All of this is pertinent to any program of community action.

3. It is suggested that it would be of great advantage for someone to go to the villages at once to let them know of the project proposals which have been approved and the steps that will be taken to put them into operation. This would keep faith with them, would help to keep their interest alive, would serve to reassure them that there really are going to be programs.

This was provided for in the proposal submitted and not yet approved for COMMUNITY ACTION WORKERS. Even though this is not yet approved it is suggested that if possible some way be devised to provide for the survey assistants to get back to the villages. This would serve the purposes mentioned above and be preliminary to planning for some of the proposals suggested in these recommendations.

This ties in with # 5 of the preceding group of recommendations.

4. It is strongly recommended that in every project carried on there be a careful evaluation. This suggests the wisdom of keeping careful records on each project to include (a) persons participating, (b) extent of participation, (c) progress made in whatever the activity is, (d) activities carried on, and any other records that will show definitely what has been done and that can form a basis for future planning and give sufficient evidence that funds have been effectively used thus justifying any request which might be made for more.

It is suggested that the possibility of writing a proposal providing for continuous evaluation be kept in mind. The very procedure worked out for evaluating programs such as the ones which have been proposed would in itself be a significant contribution.

Summary of Recommendations

It has been recommended that various proposals be prepared and submitted to OEO. These are summarized below:

1. A proposal for an economic, legal, and engineering audit of the possibility for work opportunities on the reservation, this audit to be conducted jointly by an attorney, a financier, and an engineer, the attorney to discover and establish what can be done legally, the financier to appraise what would be financially sound within the legal possibilities, the engineer to recommend what would then be feasible.
2. A proposal for setting up as a tribal enterprise, a two or three year work study program for a selected group of young Papagos, probably 15 or 20, to train them in supplemental feeding, this to be done on Papago Farms, and then to rotate them out over the reservation to serve as instructors, other young people to then replace them on Papago Farms.
3. A proposal for a two year project in keeping a record of bulls and their progeny, this to be a Tribal enterprise in cooperation with other agencies, records to be kept at the Tribal Ranch, with forms and procedures worked out for doing it, and a simple scheme set up for evaluating the animals making their culling possible and feasible.

4. A proposal for a self-help training program designed to make it possible for persons to keep up their homes, their home equipment, do repair work on their own premises, care for plumbing and electrical appliances, and do simple carpentry, plastering, and masonry.

5. A proposal for preschools in locations specified in the body or this section of the report or such groups of them as seems feasible at a given time.

6. A proposal for three mobile units which would take preschools and parent-child services from place to place in those areas too isolated for localized units.

7. A proposal for additional community parent-child centers in areas where the number of children under four years indicate the need.

8. A proposal for an adult education program that would provide for the teaching of the basic skills.

9. A proposal that would provide for the development of community planning and action.

10. A proposal for a series of workshops for Tribal and District Councilmen to be held periodically.

11. A proposal for insuring that all on the reservation have a birth certificate and that all of the age to do so have a social security number.

12. A proposal providing for leadership recruitment and training and for continuous on-the-job training for leaders in the villages working on any phase of the community action programs.

Others of the recommendations are for steps to be taken which might not necessitate a proposal to OEO but which the survey indicates would be useful, and which might eventually lead to various proposals. These are summarized below:

1. To explore the possibilities of giving at Papago Farms the training in the use of heavy equipment that many asked for and then to use the skill learned in cleaning tanks, improving drainage, or constructing tanks to conserve surface water.

2. To explore the possibilities of securing small loans for helping individuals in establishing small one-man businesses.

3. To consider the possibilities of the Tribe taking the initiative in working out a plan making it possible for basket makers to market their baskets through a tribal representative, with the idea in mind that this might become a tribal enterprise.

4. To take steps to encourage a comprehensive and thorough system of self-support through self-taxation or assessment to support enterprises of mutual benefit.

5. To explore with other agencies, BIA and State Department of Education, the possibility of establishing a High School on the reservation.

6. To be on a continuous search for local leadership and to give help in developing that leadership and making use of it.

7. To make a thorough appraisal of all the resources on the reservation or off of it that might be available and to utilize these to the fullest.

8. To make continuous evaluation of the effectiveness of each of the programs undertaken with careful records kept to document any conclusions drawn and to serve as a basis for continued planning.

CONCLUSION

The purpose of the survey as specified by the Education Committee of the Tribal Council was "to determine the educational gaps that now exist on the Papago Reservation and make recommendations to the Tribe how these gaps may be feasibly met so that both Papago children and adults may be better prepared to enjoy a better way of life." (See page 1 of this report.)

The survey itself was one step in meeting the needs of the people of the reservation bringing to them as it did the thought of there being an opportunity offered for them to look into their own needs, offer their own suggestions for ways of meeting them, and soon to begin planning for how to do it.

The success of the programs in the various villages will depend on their being allowed to do this and helped to do it. No matter how slow it may be this is the only way to have whatever is done genuine community action. The survey shows that people are interested in the thought of doing this. Learning how to do it and doing it is something else and it is urgently recommended that everything that is done be thought of as an educational program for all concerned, an educational program in community action.